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ABSTRACT

PALS (Partners in Active Learning Support) is a mentoring program that matches high school agriculture students with elementary students who have special needs. Developed by the National Future Farmers of America (FFA) Organization, the program is designed to help those involved build trust in others and develop positive self-esteem. This training kit consists of the following: (1) "Getting Started: An Introduction to PALS Handbook," designed to help users become familiar with PALS key components and to provide ideas on getting started (it also explains the history of the PALS program and how PALS fits into an FFA chapter); (2) "PALS Local Team Training Manual," a step-by-step guide to developing and implementing the PALS programs in the community, including handouts, transparencies, readings, a glossary, and a list of six additional resources; (3) "PALS Mentor Training Activities Booklet"--a set of activities focusing on developing mentoring, personal growth and development, problem solving, and communication skills, to be used for training the high school student volunteers (handouts, transparency masters, readings, and additional resources are included in this booklet). (KC)

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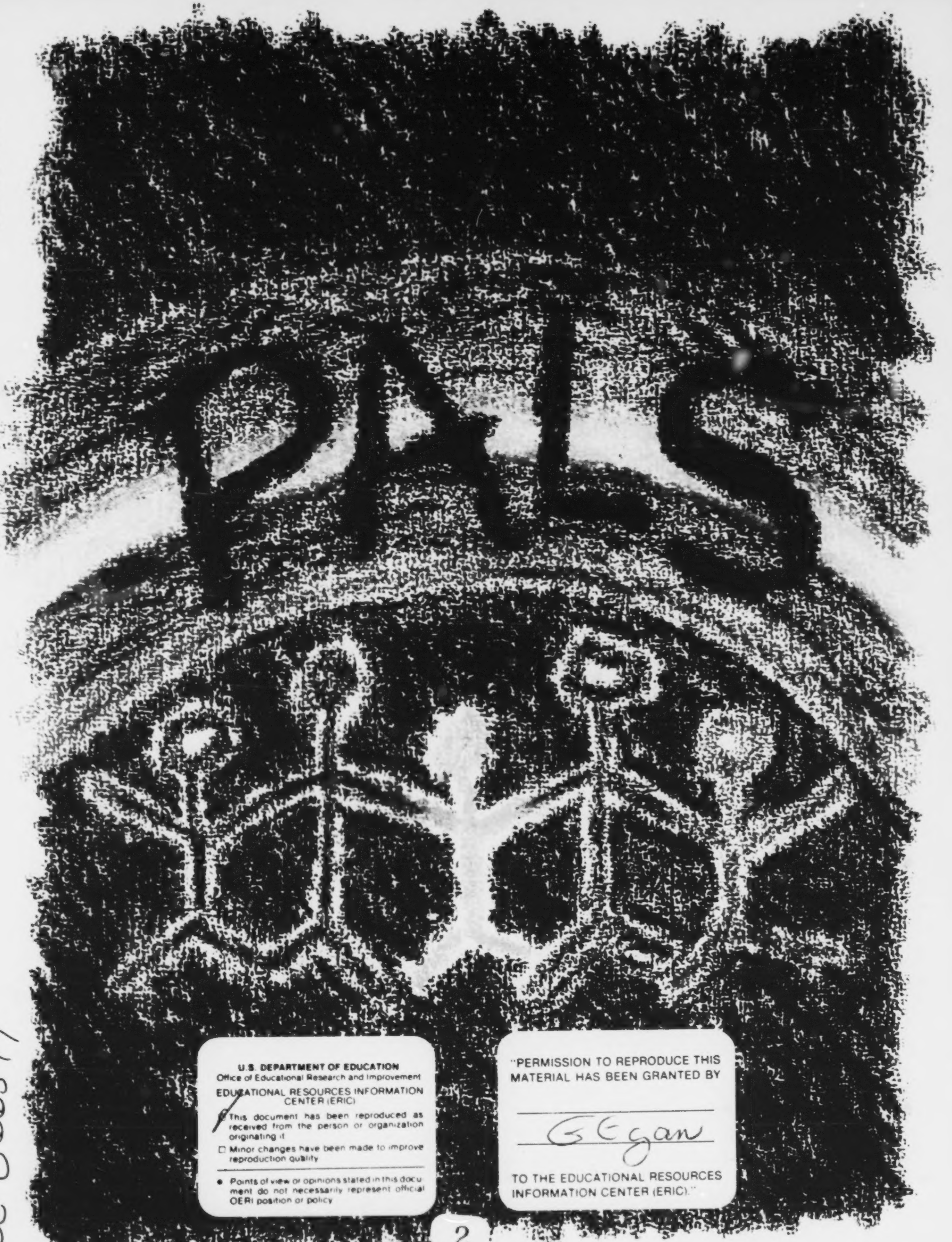

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The National FFA Mentoring Program

P·A·L·S

PARTNERS
IN ACTIVE
LEARNING
SUPPORT

TRAINING
MATERIAL

Introduction to the PALS Training Kit

Welcome to the PALS complete training kit! This kit consists of the following elements:

1. *Getting Started: An Introduction to PALS Handbook*
   - This handbook will help you become familiar with PALS, its key components, and how to get started.

2. *PALS Local Team Training Manual*
   - You can use the Local Team Training Manual to introduce your local team to PALS and take them step-by-step through developing and implementing the PALS program in your community.

3. *PALS Mentor Training Activities Booklet*
   - These materials will come in handy when it's time to begin training your high school students. These activities focus on developing mentoring, personal growth and development, problem-solving and communications skills.

4. Video Tapes
   - The first tape contains two programs that can be used to introduce PALS to parents, community, school board members, faculty and staff, etc. The programs are:
     - —*PALS—An Introduction* (Overview of PALS and its impact)
     - —*PALS—Questions & Answers* (More specific issues addressed)
   - The second tape contains the program, *Training Your PALS Team*. It is the introduction to this training kit and explains in detail how to use all the materials in your local community.

By using all of these components, you can build a strong PALS program in your school.

PRINTED WITH SOY INK

GETTING STARTED:
An Introduction to PALS

NOTE: The PALS Training Material Kit consists of the Getting Started Handbook, the Local Team Training Manual and the Mentor Training Activities Booklet. Additional copies of these materials may be purchased by calling the National FFA Organization at 703-780-5600 and requesting Item #PALSTK.

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P.A.L.S

PARTNERS IN ACTIVE LEARNING SUPPORT

GETTING STARTED HANDBOOK

The National FFA Mentoring Program

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PALS

PALS

Partners in Active Learning Support

The National FFA Mentoring Program

GETTING STARTED:
An Introduction to PALS

A Project of the
National FFA Organization
Teacher Services Team

Marshall Stewart, Team Leader
Josephine F. Garza, Project Director

This introductory handbook was made possible with a grant from the W.K. Kellogg Foundation as a special project of the National FFA Foundation, Inc.

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PREFACE

The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff as an equal opportunity employer. These materials were prepared and published by the National FFA Organization in cooperation with the U.S. Department of Education as a service to state and local agricultural education agencies.

The FFA Mission
FFA makes a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education.

Prior to publication these materials were pilot-tested with teachers, students, and local PALS teams across the country. The National FFA Organization extends special thanks to those individuals who offered their thoughts, opinions and ideas for improving these materials.

Designed and produced by Rocky Mountain Marketing & Communications
- Editor: Jeri D. Mattics
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The PALS Program has been made possible through a grant from the W.K. Kellogg Foundation as a special project of the National FFA Foundation, Inc.

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GETTING STARTED:

An Introduction to PALS

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PALS

Partners in Active Learning Support

I. An Introduction to PALS

PALS is a mentoring program that matches high school agriculture students with elementary youngsters who have special needs. Developed by the National FFA Organization, the program helps those involved to build trust in others and develop positive self-esteem, both of which are critically lacking in many of today's challenged young people.

Through this program, high school and elementary students alike explore their interests in plants, animals and the world around them. They get excited about school and through these special one-to-one relationships, they develop stronger social skills.

PALS was designed to meet the changing needs of our society. One of the biggest changes of the last decade is in the American family structure. The "Norman Rockwell" family—a working father, housewife mother and two children—comprised only six percent of all family units during the last decade and this number continues to decrease.

Contrast this trend with the fastest growing group in our country, the prison population. America's prison population grew 139 percent from 1980 to 1990. Of those in prison, 82 percent are high school dropouts. The best way to reduce crime rates is not to build more jails, but to keep kids in school and give them a positive, productive alternative such as PALS.

> *"I notice that the kids' attitude towards life changes. The self-esteem of the children, it just raises it so high that they feel successful, they feel they can achieve academically and socially. They are going to remember this for the rest of their lives."*
>
> Sandy West, elementary counselor

Here are a few other notable changes from the 1990 Census:

- 82 percent of all children under age 18 now have working mothers and six out of ten mothers of pre-school age children work outside the home at least part-time.
- Women who are single parents are raising 13.7 million children with a median family income of $10,982 (as of 1989). Forecasters predict that 60 percent of today's children will live with a single parent at sometime before they reach age 18.
- In 1990, 13 percent of all children were regularly hungry, 25 percent were born to unmarried parents, and over 20 percent of all children under age 18 were below the poverty line.

These demographic shifts have strong implications for our schools and social service agencies. We know children from fractured homes face greater challenges in education. Often their social skills are underdeveloped and they have a low self-esteem which leads them further out of the mainstream and closer to failure.

Consider this statement from the 1989 National Report Card which summarizes the effects of the statistics above:

> "While most young people are preparing to lead productive and responsible lives, it is estimated that one in four adolescents—about seven million young people—are seriously at-risk of not making a successful transition from youth to adulthood. Another seven million may be at a

moderate risk. For these young people, the interrelated problems of functional illiteracy, juvenile crime, school dropouts, substance abuse, teenage pregnancy and youth unemployment threaten to foreclose their futures. For our society, the cost of these problems in human and financial terms are unaffordable and unacceptable."

The PALS program addresses these challenges in an effort to help students get "back on track" so they can make the most of their school years. PALS supports these young people while helping them become successful learners and resilient, productive citizens. The PALS structured mentoring program can break the cycle of low self-esteem, school dropouts, joblessness, family dysfunction, poverty and crime.

PALS supports young people while helping them become successful learners and resilient, productive citizens.

Because of its long-standing reputation of parental involvement, commitment to community, leadership development and goal setting for youth, FFA is uniquely qualified to carry out the PALS mission. FFA's "learning by doing" approach challenges individual and group values and norms while enhancing self-concept, competence and awareness. Whether the goal is to build self-esteem, apply agriscience theory, or volunteer to work on a community project, "learning by doing" is a successful way to teach and learn for any age.

FFA has for many years been involved with community development through its National Chapter Award Program (formerly known as the Building Our American Communities and Chapter Safety programs). PALS enhances and builds upon

community activities while addressing the challenge issued by our national leaders for service programs through the National and Community Service Trust Act. The PALS program helps young people help themselves while strengthening the very fabric of the communities in which they live.

Through PALS, FFA is developing a new branch of human resource development.

Through PALS, FFA is developing a new branch of human resource development. Accepting this responsibility and making a commitment to assist other human beings in realizing their potential is key to family interaction and community development. As such, FFA is redefining its role as a community citizen and leader. In order for the mentoring program to be effective, however, it must reflect the changing pluralistic society in which we live.

II. PALS Objectives

PALS is a direct outgrowth of the Strategic Plan for Agricultural Education, the mission of which is to provide a total, dynamic educational system that contributes to personal, academic and career development. PALS addresses this mission as well as the following agricultural education goals:

- updating instruction in agriculture and expanding programs about agriculture (Goal 1);
- amplifying the "whole person" concept of education, including leadership, personal and interpersonal skills (Goal 3); and
- providing leadership and cultivating strong partnerships in the total educational system (Goal 6).

To meet these goals, the following objectives have been identified for the PALS program:

1. Improve interpersonal, human relations and leadership skills (in both mentors and mentees) through a long-term mentoring relationship between elementary (second through fourth grades) youth and FFA members (ninth through twelfth grades).

2. Develop the human resource potential of FFA members, elementary youth, teachers, administrators and others involved in the program.

3. Increase human development through improved self-concept and self-esteem (in both mentors and mentees) as a result of relationships between young adult role models and elementary youth.

4. Increase the mentors' understanding of the human development process.

5. Increase consideration of human development needs of youth and the community at large with increased interaction and relationships between teachers across grade levels and school sites.

6. Develop networks between people of all ages who have similar goals, objectives and skills in human development.

7. Recognize and become familiar with programs and resources of local, state and federal agencies and institutions involved in youth development.

III. History of the PALS Program

The PALS program originated in 1991 as Project PALS. The first two pilot states were Arkansas and Michigan. Each of these states selected 10 FFA chapters for participation. Each chapter, in turn, assembled a seven-member team to manage the local program. The local teams received intensive mentoring and self-management training designed to guide them in developing program implementation plans for their individual sites.

In the fall of 1991, agriculture students were selected to serve as mentors. These students attended special "Made For Excellence" leadership training programs emphasizing personal growth and development. Throughout the year, the mentors received additional training and guidance from their local team on a regular basis.

In year two, Arkansas and Michigan added sites and Texas brought in 10 sites. During its third year, PALS expanded to include the following states:

- Arizona
- Illinois
- Kentucky
- Missouri
- North Dakota
- South Carolina
- Wisconsin
- Iowa
- Kansas
- Minnesota
- Montana
- New York
- Washington

In 1994, the program's developmental cycle was completed and PALS became available nationwide. To accommodate training needs, a solid set of training materials for the adult team and the mentors has been created. Those materials have been compiled in the PALS Training Kit of which this handbook is a part.

The materials are designed so that each local community can build the type of program they require in order to meet local needs. In addition, PALS is meant to serve as a community volunteer effort and provide the framework for communities to help themselves without outside aid. As such, local schools do not receive financial remuneration for participating in the program.

IV. Who Should be a Part of PALS?

Each PALS community assembles a seven-member local team that will manage the program. The PALS Training Materials will provide the necessary information to teachers so that they can implement the program locally. Each team should be comprised of:

- an elementary and a secondary administrator,
- an elementary and a secondary counselor,
- an agriculture teacher, and
- a person familiar with community resources who will serve as a coordinator.

The local team will be responsible for the following:

- Providing mentorship training to as many FFA volunteers as the program will allow during the first six weeks of the fall semester.

- Establishing a mentor advisory team that consists of a cross-section of community representatives. This advisory team will assist in seeking possible funding sources for sustaining the mentoring program in their community.

> *"We bring up the school a lot in our chamber because it's a small town and this is a business to us. We feel we should be involved in it. This was something that could bring the school and the community together."*
>
> Betty Sapp, Chamber of Commerce President and PALS coordinator

These potential sources include, but are not limited to, the following:

- —civic organizations
- —police departments
- —school personnel
- —parents
- —social service/human resource agencies
- —FFA Alumni
- —National Young Farmer Educational Association, etc.

Many of the students who will benefit from this program may be identified as coming from a "high risk" environment. Priority for admission should be given to those students who have multiple factors that contribute to a "high risk" assessment.

V. Becoming a Part of PALS

Since you're reading this handbook, you've taken the first step toward bringing this exciting program into your community. Once you've decided to implement PALS, you'll need to assemble your local team. In fact, you may want to call a meeting of all or at least most of the key players and get their buy-in on bringing PALS into your school and community. You may want to show the video entitled, *PALS–An Introduction,* and/or *PALS–Questions and Answers,* to introduce everyone to the program and build excitement. This step will increase their level of enthusiasm and dedication to the program.

Once the local team has been assembled, you can use the PALS Training Kit* to thoroughly prepare the team for its responsibilities. Review the Local Team Training Manual and watch the video

** If you do not have the complete kit which consists of this handbook, a Local Team Training Manual, Mentor Training Activities Booklet and two videotapes, it can be ordered from the National FFA Organization by calling 703-780-5600 and asking for item #PALSTK.*

Training Your PALS Team, then determine the best time and place in which to implement the training. You may want to join with FFA chapters/schools in your state and conduct a larger training session. While it may be a bit more difficult to organize, you will be rewarded with a variety of viewpoints and additional expertise. In fact, you may be able to receive assistance from the National FFA staff. Call your state FFA staff person or the National FFA Organization at 703-360-3600 and ask for the Teacher Services Team.

It will take approximately one full day to conduct the local team training session. During the training session, each local team will develop:

- a strong understanding and appreciation for the value of mentoring;
- a mission statement for their program;
- an increased awareness of cultural diversity issues which could affect their program;
- strategies for recruiting and selecting mentors and mentees;
- their program action plan;
- strategies for promoting and marketing their program; and
- a plan to recognize program participants.

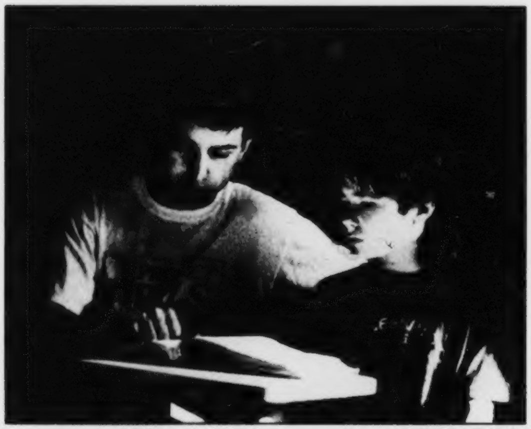
When the local team training has been completed, you'll be ready to implement the program in your community. The implementation plan should follow this general format:

- solicit volunteer support for the advisory team
- provide training for mentors
- match mentor-mentee pairs

p. 9

- monitor mentoring process throughout the year
- provide a year-end evaluation

This plan will insure that the agriculture and elementary teachers and other team members will have assistance to recruit, screen, train and supervise the high school students.



VI. How PALS Fits into the FFA Chapter

Through PALS, FFA members are teaching and promoting agricultural literacy to students and teachers at the elementary level. This is creating a climate of greater understanding and acceptance for agricultural education within the overall education community. It is also developing the potential for a more diverse membership and a greater understanding and acceptance of diversity in the agricultural education community. PALS is developing future leaders with a true understanding of interpersonal communications and a realization of just how far a helping hand can go.

Since the PALS program began, teachers, counselors and principals have been amazed at its power. Individual sites have lauded the program for:

- bringing their community, including parents, back into the school;
- teaching kids the importance of helping others; and
- positioning the FFA as an important component of the educational program with administrators, counselors and teachers.

PALS is developing partnerships with many different groups of people within the communities. These include:

- counselors,
- administrators,
- civic and community organizations,
- churches, etc.

Many communities feel that PALS is helping them redevelop their communities while putting more emphasis on the future through the children.

PALS is quickly establishing itself within the FFA organization. It reaches many young people who are often excluded from other FFA activities and it has the potential to grow a new kind of crop: KIDS!

As it is mainstreamed into the organization, PALS is becoming an integral part of the award and recognition programs within FFA. PALS activities are being incorporated into the revised National Chapter Award Program. Chapters will complete one recognition form covering these three major areas:

- member development
- chapter development
- community development

By implementing PALS, FFA chapters can reach many of their goals in other areas. For instance, when a chapter is implementing PALS, it is involved in community development and thus, in the National

> *"PALS is opening doors to education. I have people who don't have agriculture programs asking, 'How, when can we get involved in PALS?' They want this program because they see the results."*
>
> Marion Fletcher, Agricultural Education Supervisor, State Department of Education

> *"The best crop we grow in our county is our kids. When they go through experiences like this, after they graduate they're going to be more productive citizens."*
>
> Charles Franklin, agriculture teacher

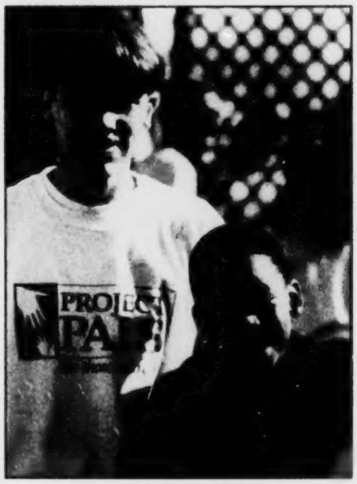
Chapter Award Program. Similarly, PALS activities help:

- build leadership and personal development skills in the mentors;
- in chapter development by providing a team structure within which to work;
- increase scholarship among members;
- keep students in school;
- increase the number of potential long-term members;
- increase the agricultural literacy of elementary students; and
- recruit new members.

In addition to meeting chapter goals, PALS participation can give your students an edge when competing for scholarships. In response to the national focus on community service, many scholarship applications include volunteer activities in their selection criteria. The PALS program provides a solid mechanism for community service.

Once a chapter has initiated PALS and starts looking at ways the program can help meet chapter objectives, the list grows quickly. Rather than becoming another program to add to an already burgeoning stack, PALS can help chapters consolidate programs and work more effectively to meet their goals.

For more information on incorporating PALS into your chapter, refer to the new edition of the National FFA Contests Manual (to be released January 1995).



> *"I've taught 24 years and I was getting in a rut. Then this program came along. The kids got excited about it, membership is up, the community got excited about it. . .it just revitalized me and I think it's revitalized our chapter."*
>
> Curt DuVall, agriculture teacher

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LOCAL TEAM TRAINING MANUAL

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LOCAL TEAM TRAINING MANUAL

The National FFA Mentoring Program

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Partners in Active Learning Support
The National FFA Mentoring Program

LOCAL TEAM TRAINING MANUAL

A Project of the

National FFA Organization
Teacher Services Team

Marshall Stewart, Team Leader
Josephine F. Garza, Project Director

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PALS

PREFACE

The materials in this guide were compiled, designed and adapted by the National FFA Organization's PALS Trainers. The original training materials were compiled, developed and adapted by the Intercultural Development Research Association. Training materials not specifically adapted or developed by the action force or trainers are used by permission of the creator.

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PALS

LOCAL TEAM TRAINING MANUAL
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PALS

Partners in Active Learning Support

The National FFA Mentoring Program

Our Vision Statement

The country is in a state of change. Our institutions are restructuring to meet the needs of the twenty-first century. Through these processes, a growing awareness has developed regarding the need for connectedness between schools and communities. Specific conditions have been identified and articulated as causing our nation to be high-risk. These conditions continue to be a focus for our communities. Local schools and school districts struggle with the needs of children in high-risk environments and the lack of resources available to meet their needs.

The children must be supported and challenged to grow into successful, resilient, productive citizens who are lifetime learners. The strongest identifiable factor to support this dynamic resiliency is personal attention and support from a caring individual. PALS is a program that encourages the development of caring relationships. Positive role models support high school mentors as they build positive interpersonal relationships with elementary mentees in a school-based experience.

PALS is a structured mentoring program that builds the resiliency of our youth. It is an intervention that can break the cycle of low self-esteem, school drop-outs, joblessness, family dysfunction, poverty and crime. The time is right to link high school-aged youth with elementary-aged students from high-risk environments.

Our Mission Statement

The PALS mission is to create positive relationships between high school agriculture students and high-risk elementary students which results in increased self-esteem and better academic performance for both individuals. As trainers, it is our mission to enthusiastically share our PALS experiences, thereby motivating committed local teams to develop and effectively implement PALS programs in their communities.

Our Guiding Principles

1. Team Oriented
2. Committed to Diversity
3. Possess Unlimited Capacity for Growth
4. Honesty
5. Two-Way Open Communication
6. Promote the Sharing of Ideas
7. Encourage Risk-Taking
8. Dedicated to Empowering Kids

PALS

Partners in Active Learning Support

The National FFA Mentoring Program

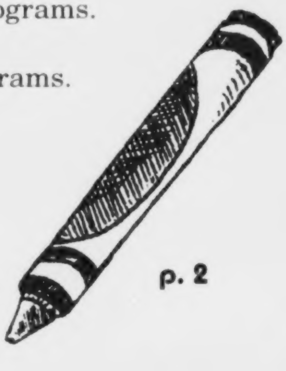
OVERVIEW

PALS is a mentoring program which matches high school agriculture students with elementary students to help them get excited about school, explore their interests in plants and animals, and develop their personal skills. Mentoring activities will center around building trust and developing positive self-esteem through sharing and working together in a one-to-one relationship at least once a week. The mentoring role is a major commitment on the part of the high school students. The mentors are selected to help build the human resource potential of a young child as well as that of themselves. The mentors will receive training from high school and elementary counselors and agriculture teachers when they are not working with elementary students.

TRAINING OBJECTIVES

The participants will:

1. Get to know each other and understand the PALS program concept and criteria.
2. Comprehend the benefits and roles of mentoring.
3. Develop a PALS mission statement for their local programs.
4. Increase awareness of cultural diversity issues which could affect their programs.
5. Develop strategies for recruiting and selecting mentors and mentees.
6. Develop their PALS program's local action plan.
7. Develop strategies for promoting and marketing their local PALS programs.
8. Learn how to recognize those who participate in the local PALS programs.



SECTION 1: PROGRAM INTRODUCTION

Objective:

Participants will get to know each other and understand the PALS program concept and criteria.

- 1.1 Welcome and Introductions
- 1.2 Icebreaker Activity
- 1.3 PALS Overview
- 1.4 Training Mission Overview
- 1.5 Plan-in-Hand Checklist
- 1.6 Ground Rules
- 1.7 Objectives
- 1.8 Definition of PALS

Total Time: 90 minutes

Materials Needed:
- Handouts 1 – 5
- Transparencies 1 – 10
- Name Tags
- Table Tags
- Flip Chart Paper
- Markers
- Masking Tape
- Post-It™ Notes

Note: At every break each participant should answer the following questions and post before leaving the room.
1. What have you enjoyed so far?
2. What do you need to know more about?

This will help the presenter identify participants' needs.

SECTION 1: PROGRAM INTRODUCTION

Activity 1.1

INSTRUCTOR'S NOTES

Purpose: Welcome participants and make appropriate introductions.

Time: 10 minutes

Materials: Name Tags
Table Tags
Training Materials
Transparency #1, page 125

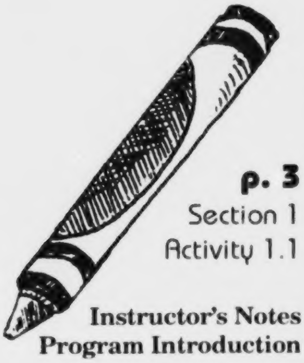
Group Size: Whole Group

Activity: After the welcome, and introductions and logistics are reviewed, show TP #1 and remind participants we are all human, therefore prone to making mistakes at one time or another because, "No one's perfect." Acknowledge that accepting mistakes and learning from them is an important point from which to grow. Also, remember that is why working as a team is so important—the team is there to work together and support each other.

Outcome: Comprehend that team work is very important to PALS.

Transparency (TP) #1

PALS
Life's Not Perfect



Activity 1.2

INSTRUCTOR'S NOTES

Purpose: Participants introduce each other through an icebreaker activity.

Time: 30 minutes

Materials: Handout #1, page 46

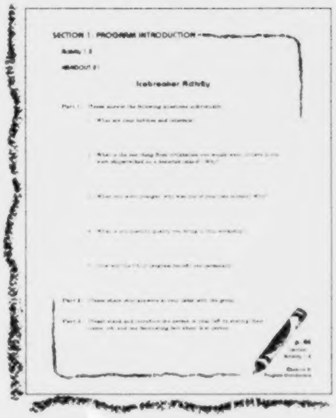
Group Size:
Part 1—Individual
Part 2—Small Group
Part 3—Whole Group

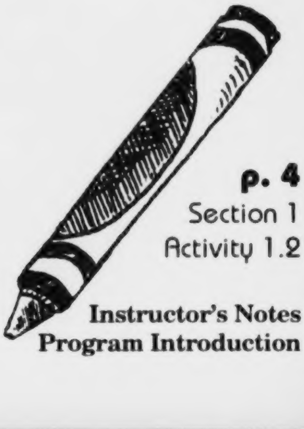
Activity: Distribute HO #1 and give instructions. There are three parts to this activity:

- Part 1—Participants will take 5 minutes to answer the questions individually.
- Part 2—Participants will take 10 minutes to share their answers with the group at their tables.
- Part 3—Participants will stand and introduce the person to their left by stating their name, job and one fact about that person.

Outcome: To begin getting to know each other as individuals and as a team.

Handout (HO) #1





Activity 1.3

INSTRUCTOR'S NOTES

Purpose: Discuss the PALS program overview with participants.

Time: 5 minutes

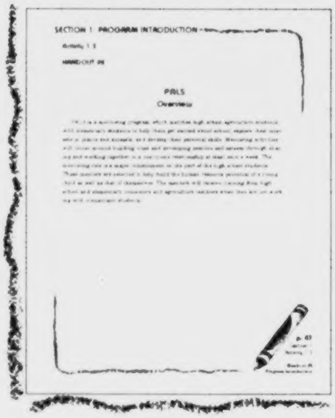
Materials: Handout #2, page 47
Transparency #2, page 126

Group Size: Whole Group

Activity: Distribute HO #2 to participants while showing TP #2, the PALS Overview. Then, read and discuss the overview. Participants will have the opportunity to ask questions about the program.

Outcome: Begin developing an understanding of the PALS program.

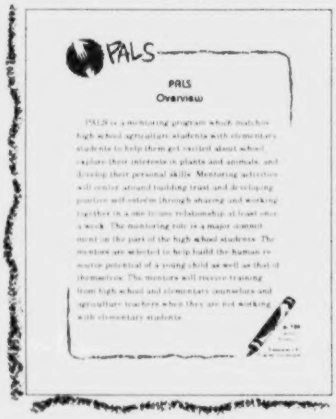
Handout (HO)#2



SECTION 1: PROGRAM INTRODUCTION

PALS
Overview

Transparency (TP)#2



PALS

PALS
Overview

PALS is a mentoring program which matches high school agriculture students with elementary students to help them get excited about school, explore their interests in plants and animals, and develop their personal skills. Mentoring activities will center around building trust and developing positive self-esteem through sharing and working together in a one-to-one relationship at least once a week. The mentoring role is a major commitment on the part of the high school students. The mentors are selected to help build the human resource potential of a young child as well as that of themselves. The mentors will receive training from high school and elementary counselors and agriculture teachers when they are not working with elementary students.

Activity 1.4

INSTRUCTOR'S NOTES

Purpose: Review the PALS training mission with participants.

Time: 5 minutes

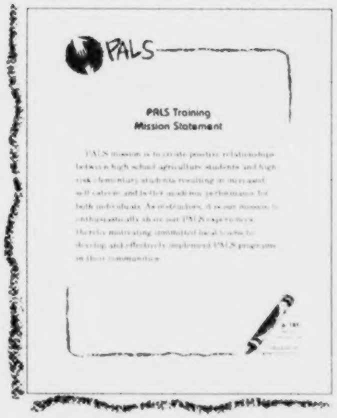
Materials: Transparency #3, page 127
Transparency #4, page 128

Group Size: Whole Group

Activity: Show TP #3, discuss the training mission of PALS and respond to any questions participants may have regarding the program. Then, show TP #4 and discuss how sometimes a task seems almost impossible, but when you make up your mind to do something, it can be done, especially when it's something worthwhile. Ask the participants for examples.

Outcome: Comprehend that the PALS program has a high potential for reaching young people.

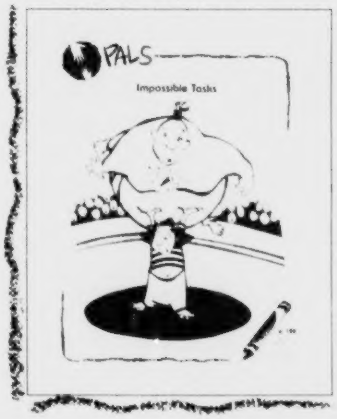
Transparency (TP) #3



PALS

PALS Training Mission Statement

Transparency (TP) #4



PALS

Impossible Tasks

Activity 1.5

INSTRUCTOR'S NOTES

Purpose: Review PALS training outline with participants.

Time: 10 minutes

Materials: Handout #3, page 48
Transparency #5, page 129
Transparency #6, page 130

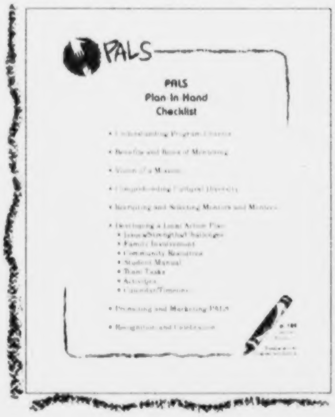
Group Size: Whole Group

Activity: Show TP #5 and distribute HO #3, then discuss the Plan-in-Hand Checklist which outlines the total workshop by section. To clarify the training program and expectations, ask participants if they have questions.

Show TP #6 and discuss how being a part of the PALS program can seem very stressful, particularly at first when you're feeling overwhelmed. Reinforce that when the whole picture comes into focus, it won't seem so overwhelming and the results are well worth the perseverance needed.

Outcome: Comprehend the total PALS training program and expectations.

Transparency (TP) #5

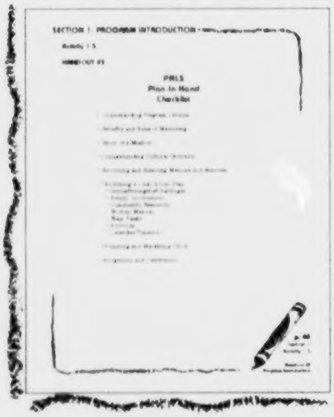


PALS
Plan In Hand
Checklist

Transparency (TP) #6

PALS
The Reward is Worth the Risk

Handout (HO) #3



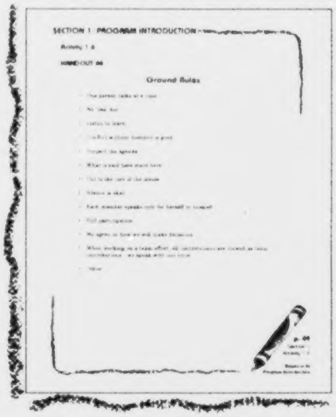
SECTION 1: PROGRAM INTRODUCTION
Activity 1.5
HANDOUT #3
PALS
Plan in Hand
Checklist

Activity 1.6

INSTRUCTOR'S NOTES

Purpose:	Review the ground rules for PALS training.
Time:	15 minutes
Materials:	Handout #4, page 49 Transparency #7, page 131 Flip Chart Paper Markers Masking Tape
Group Size:	Whole Group
Activity:	Show TP #7 and distribute HO #4, then discuss the ground rules which will be followed during the training. First, the participants will review the rules and add any new ones they feel are important. Then, the rules will be written on a flip chart page and taped on the wall for all to see during the training.
Outcome:	Comprehend rules are important in all activities.

Handout (HO) #4



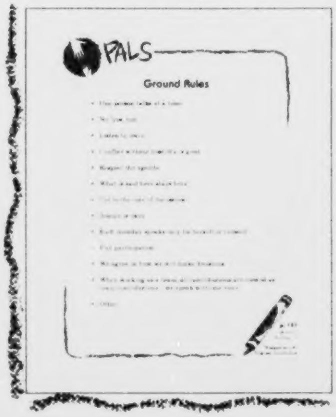
SECTION 1: PROGRAM INTRODUCTION

Activity 1.6

HANDOUT #4

Ground Rules

Transparency (TP) #7



PALS

Ground Rules

Activity 1.7

INSTRUCTOR'S NOTES

Purpose: Review the objectives for PALS training with participants.

Time: 5 minutes

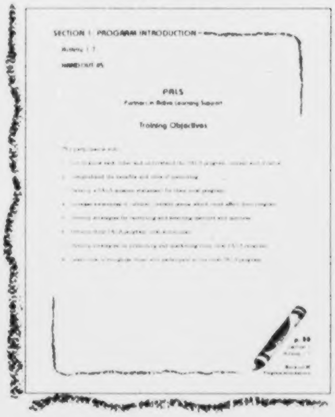
Materials: Handout #5, page 50
Transparency #8, page 132

Group Size: Whole Group

Activity: Show TP #8, distribute HO #5 and discuss the training objectives. The participants will review the objectives and have the opportunity to ask questions.

Outcome: Understand the training objectives.

Handout (HO) #5

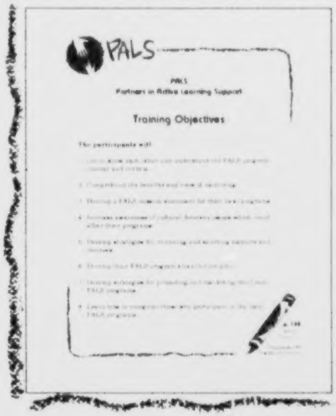


SECTION 1: PROGRAM INTRODUCTION

PALS
Partners in Active Learning Support

Training Objectives

Transparency (TP) #8

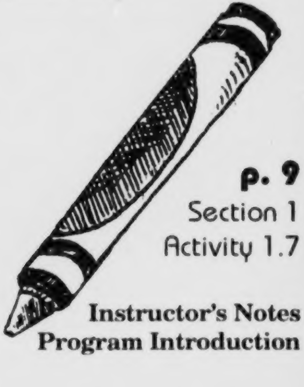


PALS

PALS
Partners in Active Learning Support

Training Objectives

The participants will:

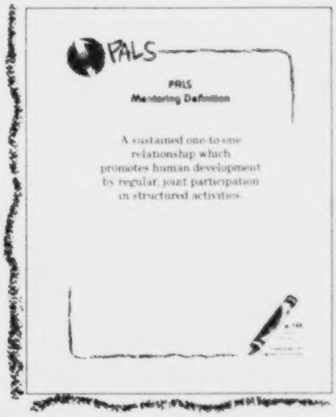


Activity 1.8

INSTRUCTOR'S NOTES

Purpose:	Review the definition for PALS training with participants.
Time:	10 minutes
Materials:	Transparency #9, page 133 Transparency #10, page 134
Group Size:	Whole Group
Activity:	Show TP #9 and discuss the PALS definition. The participants will have the opportunity to ask questions. Show TP #10 and talk about how it's not as bad as it might seem, and as the training progresses, the shore line will come into view and they'll know success is at hand.
Outcome:	Understand the training objectives.

Transparency (TP) #9

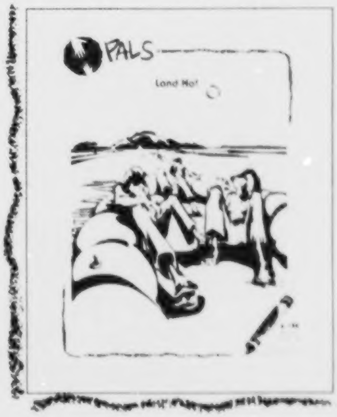


PALS

PALS
Mentoring Definition

A sustained one-to-one
relationship which
promotes human development
by regular, joint participation
in structured activities.

Transparency (TP) #10



PALS

Land Ho!

SECTION 2: BENEFITS & ROLES OF MENTORING

Objective:

Participants will comprehend the benefits and roles of mentoring.

- 2.1 Activity on Benefits and Roles
- 2.2 Building Trust
- 2.3 Support and Guidance

Total Time: 70 minutes

Materials Needed:

- Handouts 6 – 7
- Transparencies 11 – 12
- Flip Chart Paper
- Markers
- Masking Tape

SECTION 2: BENEFITS & ROLES OF MENTORING

Activity 2.1

INSTRUCTOR'S NOTES

Purpose: Comprehend benefits and roles participants will play in mentoring in addition to those the mentors will play.

Time: 45 minutes

Materials:
Flip Chart Paper
Markers
Masking Tape
Handout #6, page 51
Handout #7, page 52
Transparency #11, page 135

Group Size: Small Groups by job (e.g., counselors will form one group, teachers another, etc.)

Activity: Each group will take a page from the flip chart, discuss within their group, and write what they feel their roles and responsibilities are as counselors, teachers, administrators, coordinators, etc., in PALS on the flip chart paper. Have the participants think of the following questions as they do this activity:

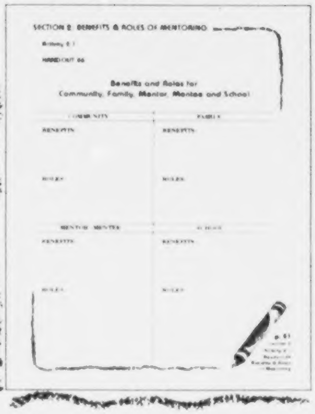
- How do you think PALS will benefit your group?
- How can it help you?
- What can you do in your role to help PALS?

Have participants list their findings, post on the wall and report. After they discuss their findings with the whole group, give them HO #6, have them discuss, then write and share their ideas with the whole group. This can be used later to work on the local action plans.

Show TP #11 and distribute HO #7. Discuss the mentor's role and list additional roles.

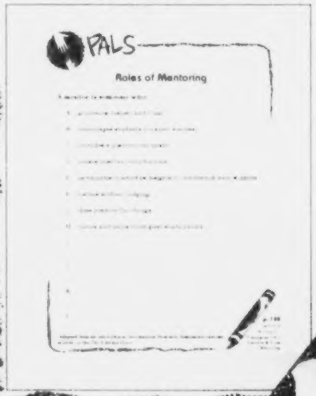
Outcome: Comprehend what benefits and roles of mentoring are for whole team.

Handout (HO) #6



Handout (HO) #7

Transparency (TP) #11



Activity 2.2

INSTRUCTOR'S NOTES

Note: *Do these activities only if time permits. The instructor may decide to do one or both of the following activities.*

Purpose: Begin building trust within teams.

Time: 20 minutes

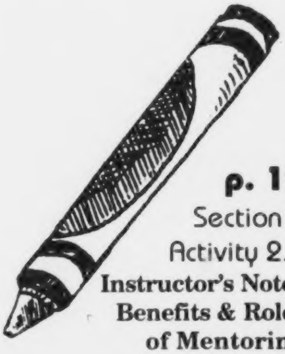
Materials: 8.5" x 11" sheets of paper
Masking Tape

Group Size: Small Group (grouped by school teams)

Activity: The following activities will focus on building trust within the teams.

Building a Tower
Each person will listen to the following instructions:

- Divide into your school groups.
- Each group should have a supply of 8 1/2" x 11" sheets of paper and masking tape. (Use your judgment on how much paper to give each group. All groups must have the same amount of paper.)
- Instruct groups to build a tower with the materials they have.
- Let groups work on tower about 8 minutes. Stop the action as soon as one group seems to have a complete project or maybe even before anyone finishes. There will probably be considerable differences in size and success of the towers.
- Let each group show off their tower, then analyze what happened in the activity. Ask some of the following kinds of questions:



Activity 2.2 *continued*

1. How do you feel about your tower? Is everyone in agreement with it?
2. Did anyone assume the role of leader in the task?
3. Was there competition for leadership?
4. Was there some kind of plan for how the tower would be built or did each person start out on their own?
5. Was the entire group in agreement as to how the tower should be built?
6. Did you have a division of labor or any specialization?
7. What kind of communication pattern did you have?
8. Did everyone get into the act or did some withdraw from the task?
9. Was your group influenced by what other groups were doing?
10. Did you feel pressure to get your tower built first or higher than anyone else?
11. How does this activity apply to PALS?

After discussion, you can vote on the best tower if time allows.

Living Chair
Give the following instructions to form a Living Chair:

- Stand in a circle close together front to back with shoulders touching.
- All at the same time, sit down on the person's lap behind you.
- You have now created a living chair.
- Try it a few times and discuss what happened and why it worked or didn't work.

Outcome: Begin developing team-building skills.

SECTION 2: BENEFITS & ROLES OF MENTORING

Activity 2.3

INSTRUCTOR'S NOTES

Purpose: Understand importance of support and guidance within teams.

Time: 5 minutes

Materials: Transparency #12, page 136

Transparency (TP) #12

PALS
Helping Others

Group Size: Whole Group

Activity: Show TP #12, and discuss how important support and guidance are for young people. As everyone has worked together during these activities, we must also work together as a team to make PALS a success.

Outcome: Comprehend what a difference support and guidance can make in one's life.

SECTION 3: VISION OF A MISSION

Objective:

Participants will develop a PALS mission statement for their program.

- 3.1 Introduction to a Mission
- 3.2 Acknowledging Difference in Perceptions and Opinions
- 3.3 Your Vision of the Mission

Total Time: 60 minutes

Materials Needed:

- Handouts 8 – 10
- Transparencies 13 – 17
- Flip Chart Paper
- Markers
- Masking Tape
- Post-it™ Notes

SECTION 3: VISION OF A MISSION

Activity 3.1

INSTRUCTOR'S NOTES

Purpose: Understand the importance of having a mission for the local PALS programs.

Time: 5 minutes

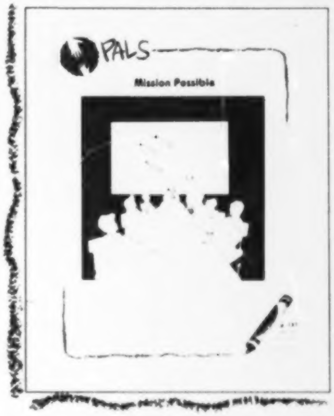
Materials: Transparency #13, page 137

Group Size: Whole Group

Activity: Show TP #13, and discuss how important it is to understand things aren't always as bad as they seem. The mission serves as a guide to your team in developing the best possible PALS program.

Outcome: Comprehend the importance of developing a mission statement.

Transparency (TP) #13



SECTION 3: VISION OF A MISSION

Activity 3.2

INSTRUCTOR'S NOTES

Purpose: Understand how attitudes can affect our perceptions and why it is important to work as a team.

Time: 45 minutes

Materials:
Handout #8, page 53
Transparency #14, page 138
Transparency #15, page 139
Transparency #16, page 140
Handout #9, page 54
Post-It™ Notes

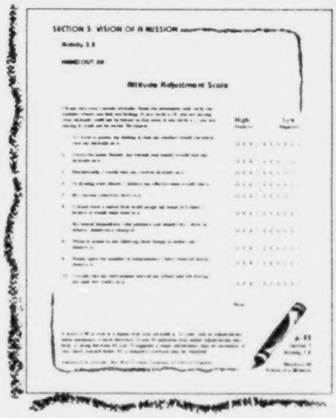
Group Size:
- Individually for HO #8
- Whole Group for TP #14 & #16
- Individually for part 1 of TP #15 and HO #9
- Pairs for HO #9
- School teams for part 2 of TP #15, #17, HO #10

Activity: Distribute HO #8 and tell participants they are going to complete a quick attitude adjustment rating scale. Have them rate the statements by circling a 10 for the best attitude and a 1 for the worst. Then, have the group discuss their findings.

Show TP #14, and discuss the importance of understanding how attitudes affect our personality, perceptions and how we make decisions. Explain that this is why it is important to work together as a team. Ask them to describe their attitude in one word and share it with the whole group.

Show TP #15, and tell the participants to think about key words or phrases which will guide them in building their mission statement. These might include examples from their benefits and roles of mentoring activities. The participants will use Post-it™ notes and answer the questions individually, writing only one answer per Post-it™ note, but using as many notes as they want. Instruct them to put the Post-it™ notes in the middle of the table for use later when they begin building their mission statements.

Handout (HO) #8



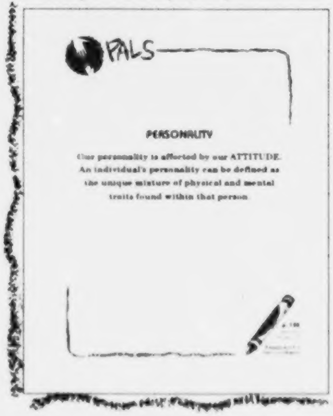
SECTION 3: VISION OF A MISSION

Attitude Adjustment Scale

High

Low

Transparency (TP) #14

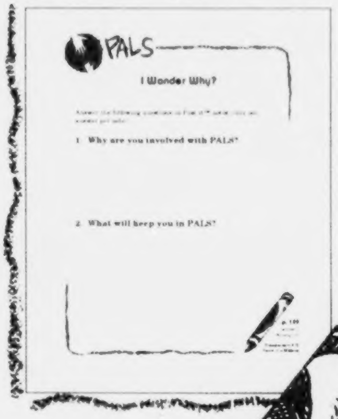


PALS

PERSONALITY

Our personality is affected by our ATTITUDE. An individual's personality can be defined as the unique mixture of physical and mental traits found within that person.

Transparency (TP) #15

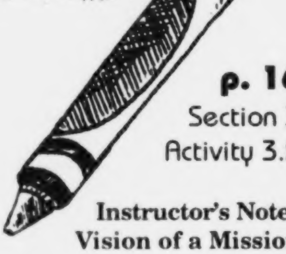


PALS

I Wonder Why?

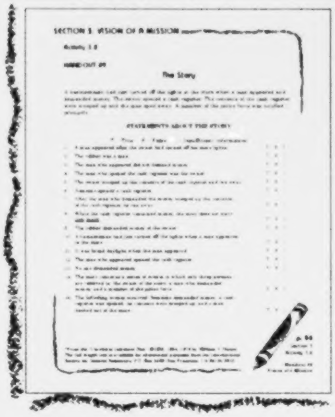
1. Why are you involved with PALS?

2. What will keep you in PALS?



Activity 3.2 *continued*

Handout (HO) #9

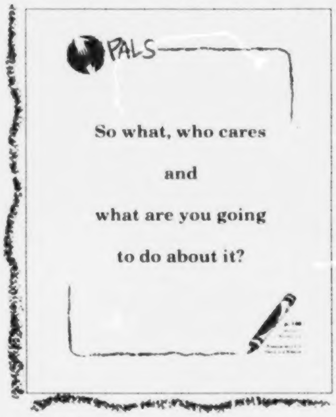

SECTION 3: VISION OF A MISSION

The Story

Distribute HO #9. Have each participant read and answer the questions individually. The T=true, F=false, and the I=insufficient information. After they have completed answering the statements, they will meet with a partner and come to a mutual agreement on all answers. Then, they will meet with everyone at their table and must also come to a mutual agreement on all answers.

At the end of the activity, point out that all people have different perceptions and have a background of different experiences. Compromise is sometimes a must and communication is very important when working together toward a common goal.

Transparency (TP) #16


PALS

So what, who cares

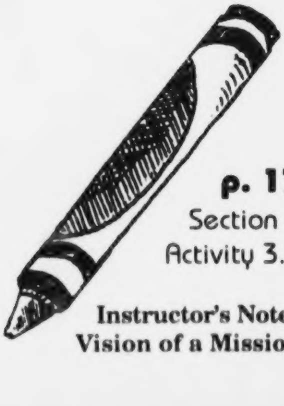
and

what are you going

to do about it?

Show TP #16, and make the following statement:
"You have a different opinion than those around you, but when you recognize the differences you'll see some similarities as well. NOW, the ball is in your court, what are you going to do about it?"

Outcome: Comprehend the importance of having different opinions, accepting some and compromising on others in order to work together toward a common goal.



SECTION 3: VISION OF A MISSION

Activity 3.3

INSTRUCTOR'S NOTES

Purpose: Create mission statements for the local PALS programs.

Time: 10 minutes

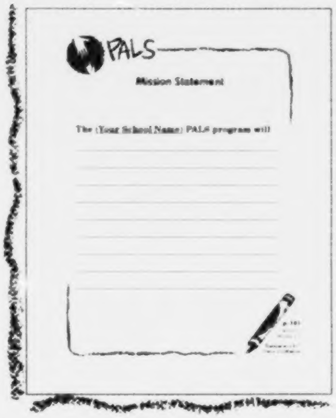
Materials:
Transparency #17, page 141
Handout #10, page 55
Flip Chart Paper
Markers
Masking Tape

Group Size: School Team

Activity: Show TP #17 and distribute HO #10. Tell the participants to go back to the pile of Post-it™ notes in the middle of the table. Have them select the key words or phrases that best describe their school's mission for PALS and develop a mission statement as a team. After they have developed their statement, have them write it on a flip chart page and post it on the wall. When everyone is finished, each team will read their statement to the whole group.

Outcome: Write a mission statement for each local program.

Transparency (TP) #17

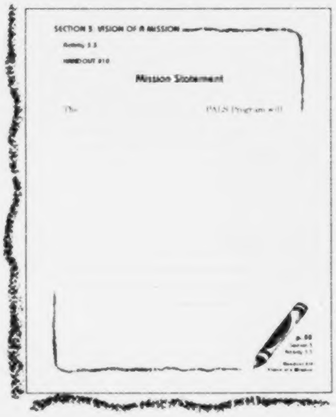


PALS

Mission Statement

The (Your School Name) PALS program will

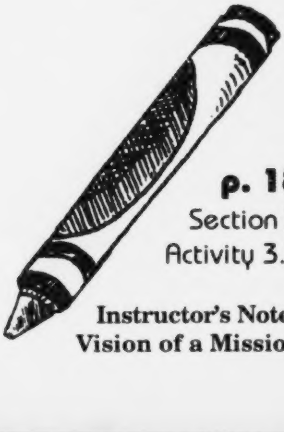
Handout (HO) #10



SECTION 3: VISION OF A MISSION

Mission Statement

The PALS Program will



SECTION 4: CULTURAL DIVERSITY

Objective:

Participants will increase awareness of cultural diversity issues which could affect the program.

- 4.1 Awareness of Culture
- 4.2 Understanding Different Cultures
- 4.3 Types of Cultures

Total Time: 60 minutes

Materials Needed:
- Handouts 11 – 13
- Transparencies 18 – 19

Activity 4.1

INSTRUCTOR'S NOTES

Purpose: Become aware of what culture is.

Time: 20 minutes

Materials: Handout #11, page 56

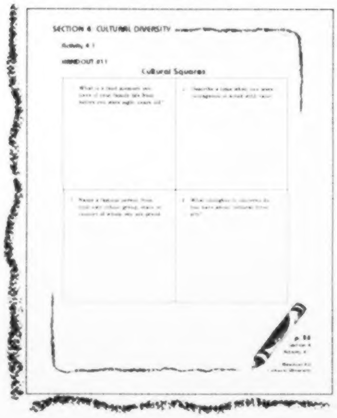
Group Size: Individual, Pairs and Whole Group

Activity: Distribute HO #11 and have the participants respond to the questions individually. After they complete the questions, have them find a partner at their table with whom to share their statements. Then, have each one share the most interesting thing about their partner with the whole group.

Hopefully through this activity the participants will become aware that all people, regardless of cultural differences, may have some similarities; also, it will demonstrate that everyone has a culture.

Outcome: Become aware of the importance of understanding culture.

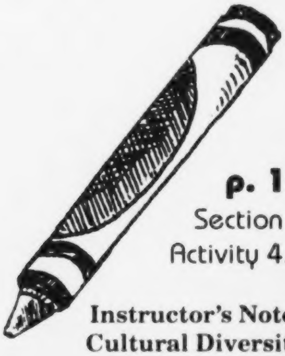
Handout (HO) #11



SECTION 4: CULTURAL DIVERSITY

HANDOUT #11

Cultural Squares



Activity 4.2

INSTRUCTOR'S NOTES

Purpose: Begin to understand different cultures.

Time: 25 minutes

Materials: Handout #12a, page 57
Handout #12b, page 58
Transparency #18, page 142

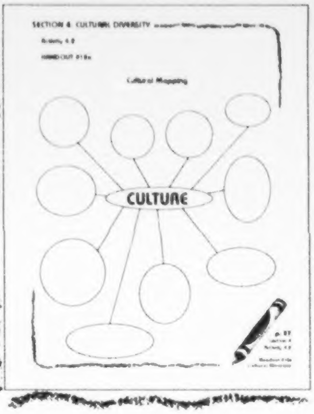
Group Size: Whole Group, Individuals and Pairs

Activity: Show TP #18, and ask the question, "What is culture?" Fill in the circles with the responses from the whole group. Then discuss the responses that were given and why. Now, distribute HO #12a and have participants fill in the circles with words describing their cultural group. When they finish, each individual will share their answers with someone who is from a different cultural group than themselves. Then, if they choose to, they will report to the whole group on their findings. Have them review HO #12b and discuss the skills.

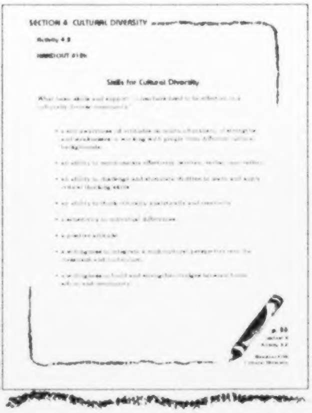
**As the instructor, make note of the comments and try to draw distinctions between similarities and differences between like and different individuals.

Outcome: Understand what it means to be from another culture and also understand your culture.

Handout (HO) #12a


SECTION 4: CULTURAL DIVERSITY
Cultural Mapping
CULTURE

Handout (HO) #12b


SECTION 4: CULTURAL DIVERSITY
Skills for Cultural Diversity

Transparency (TP) #18

PALS
Cultural Mapping
CULTURE

Activity 4.3

INSTRUCTOR'S NOTES

Purpose: Understand different types of cultures.

Time: 15 minutes

Materials: Handout #13a, page 59
Handout #13b, page 60
Transparency #19, page 143
Post-It™ Notes

Group Size: Whole Group

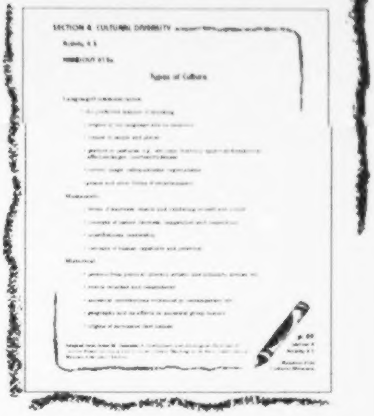
Activity: Distribute HOs #13a and #13b and show TP #19. Discuss the different types of culture that may be considered when working with people. Ask some of the following kinds of questions during the discussion:

- Why is a knowledge of culture important?
- How does culture impact your program?
- How can you overcome cultural barriers to benefit your PALS program?
- What activity in your PALS program will utilize culture?

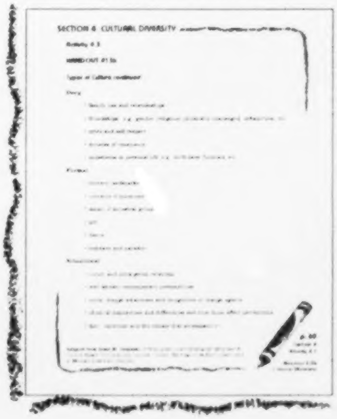
On a Post-it™ note, have each participant write an activity that would utilize culture. Have them place it on the table for use when developing their action plan.

Outcome: Understand different cultures.

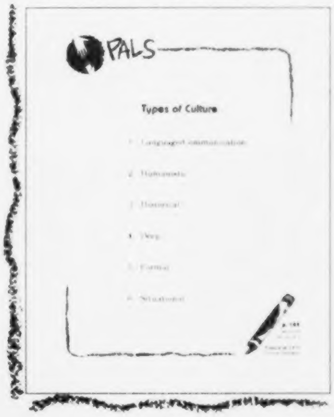
Handout (HO) #13a

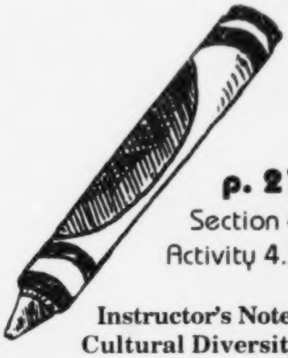


Handout (HO) #13b



Transparency (TP) #19





SECTION 5: RECRUITING AND SELECTING MENTORS AND MENTEES

Objective:

Participants will develop strategies to recruit and select mentors and mentees.

- 5.1 Qualities for Recruiting Mentors/Mentees
- 5.2 Selecting Mentors/Mentees
- 5.3 Matching Mentors/Mentees
- 5.4 Parental Consent Forms for Recruiting
- 5.5 PALS Recruitment Video

Total Time: 90 minutes

Materials Needed:

- Handouts 14 – 24
- Transparencies 20 – 21
- Post-It™ Notes
- Videotape, *PALS—An Introduction*, and *PALS—Questions & Answers*
- PALS brochures (25 for each school)
- VCR and monitor

Activity 5.1

INSTRUCTOR'S NOTES

Purpose: Comprehend qualities needed for mentoring.

Time: 20 minutes

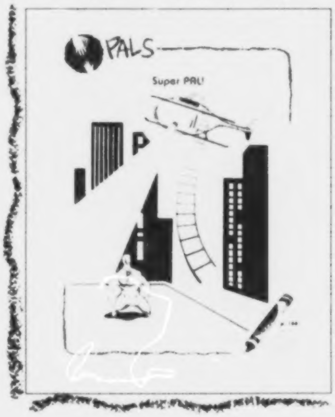
Materials:
Transparency #20, page 144
Handout #14, page 61
Post-It™ Notes
Transparency #21, page 145
Handout #15, page 62

Group Size: School Team and Whole Group

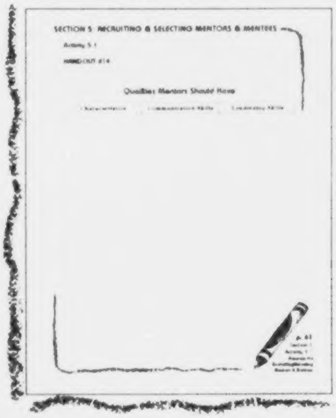
Activity: Show TP #20 and tell participants that sometimes it might seem as if no one wants to volunteer and you must make some tough choices. However, it will all work out in the end. Often we are looking for certain characteristics in the people we would like to see volunteer, in this case, mentors.

Ask each team to list characteristics or qualities they feel best describe a mentor. Each person will write down one quality or characteristic per Post-It™ note and then prioritize them. While they are completing this activity, distribute HO #14. After they prioritize their list of qualities, they will report to the whole group. Then, have them write their lists of qualities/characteristics on HO #14. This will be used later when developing their action plan.

Transparency (TP) #20



Handout (HO) #14



Activity 5.1 *continued*

Share with them some qualities you have found to be excellent for mentors to possess. Show TP #21 and discuss the following points.

Mentors could possess:

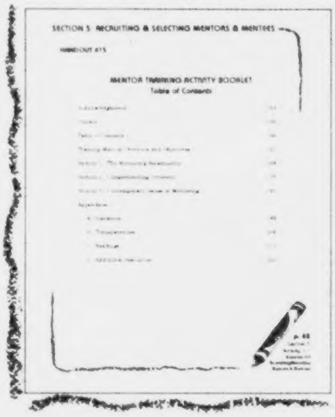
- qualities such as patience, honesty, acceptance and trust.
- communication skills such as listening, empathy, warmth and confirming behaviors.
- leadership skills such as decision-making, problem-solving, and goal-setting.

Distribute HO #15 and copies of the PALS Mentor Training Activities Booklet. Review how mentoring characteristics/qualities can be developed.

When being considered for mentoring, students will probably not come with all the needed qualities. However, those qualities can be developed through exercises such as those found in the PALS Mentor Training Activities Booklet.

Outcome: Understand the importance of selecting mentors based on selected mentoring qualities.

Handout (HO) #15

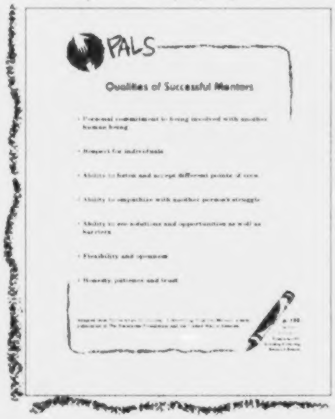


SECTION 5: RECRUITING & SELECTING MENTORS & MENTEES

HANDOUT #15

MENTOR TRAINING ACTIVITY BOOKLET
Table of Contents

Transparency (TP) #21



PALS

Qualities of Successful Mentors

- Personal commitment to being involved with another human being
- Respect for individuals
- Ability to listen and accept different points of view
- Ability to empathize with another person's struggle
- Ability to see solutions and opportunities as well as barriers
- Flexibility and openness
- Honesty, patience and trust

Activity 5.2

INSTRUCTOR'S NOTES

Purpose: Comprehend what methods to use when selecting mentors/mentees.

Time: 20 minutes

Materials:
Handout #16a, page 63
Handout #16b, page 64
Handout #16c, page 65
Handout #16d, page 66
Handout #17a, page 67
Handout #17b, page 68
Handout #18a, page 69
Handout #18b, page 70

Group Size: School Team and Whole Group

Activity: Distribute HO #'s 16-18, and discuss the importance of determining the criteria and method with which to select mentors and mentees. Let participants know these are just sample applications. They may choose to use the samples provided or create their own. They may also want to include personal interviews. HO #'s 16a-d and 17a-b, are applications for mentors; while #'s 18a-b are for mentees. Let participants know they will have an opportunity to use these in their action plan and timeline.

Outcome: Understand the importance of selecting mentors based on applications and/or interviews.

Note: Handouts aren't shown here. Refer to Appendix A: Handouts, pages 63-70.

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Instructor's Notes
Recruiting/Selecting
Mentors & Mentees

Activity 5.3

INSTRUCTOR'S NOTES

Purpose: Develop techniques that will allow better matching of mentors and mentees.

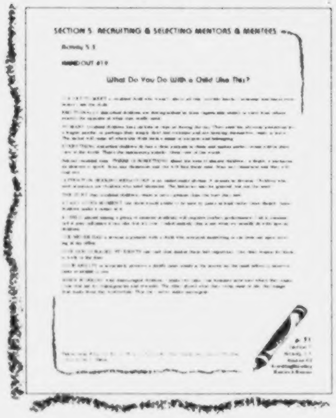
Time: 20 minutes

Materials:
Handout #19, page 71
Handout #20, page 72
Handout #21, page 73
Handout #22, page 74
5 pages of Flip Chart Paper
Markers
Masking Tape

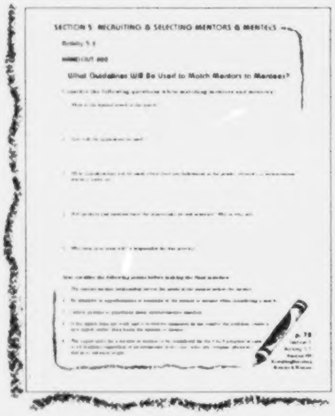
Group Size: School Team and Whole Group

Activity: Distribute HO #19, read and discuss before making decisions on how to select mentors and match mentees. Distribute HO #20 and discuss the importance of matching the mentors and mentees appropriately. Let participants know these are just some questions to be considered when making matches. Have them discuss and respond to the questions listed in their school groups, taking into consideration the points made at the bottom of the handout. When they complete the task, let one team member from each team write two responses to each question on the sheets of flip chart paper posted on the walls. Each team will then report their responses and discuss with the entire group.

Handout (HO) #19



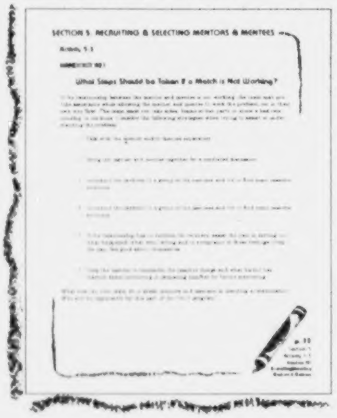
Handout (HO) #20



Activity 5.3 *continued*

Now distribute HO #21, and talk about actions one may take if a match is not working. Instruct each school team to discuss what they might do to assist mentors and mentees to mend a relationship, and who from the team will accept this responsibility. Will it be the counselor, teacher, administrator or coordinator, or a combination of people?

Handout (HO) #21

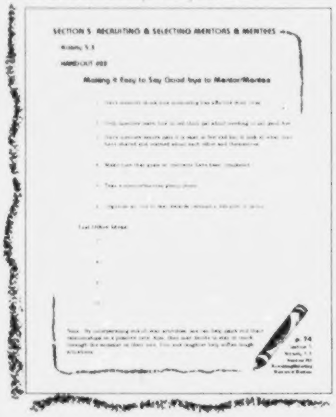


SECTION 5: RECRUITING & SELECTING MENTORS & MENTEES

What Steps Should be Taken if a Match is Not Working?

Distribute HO #22 and discuss how to bring closure to the relationship at the end of the school year. Ending on a high note will leave the students in a more positive frame of mind. After the whole group has discussed the ideas listed, have them come up with a few more of their own in their school group and then share those answers with the whole group.

Handout (HO) #22



SECTION 5: RECRUITING & SELECTING MENTORS & MENTEES

Making it Easy to Say Good bye to Mentor/Mentee

Note: All of these responses will be used during the action planning.

Outcome: Understand the strategies of matching mentors/mentees.

Activity 5.4

INSTRUCTOR'S NOTES

Purpose: Give examples of parental consent forms/ letters.

Time: 15 minutes

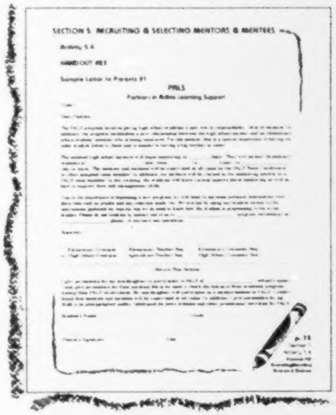
Materials: Handout #23, page 75
Handout #24, page 76

Group Size: School Team and Whole Group

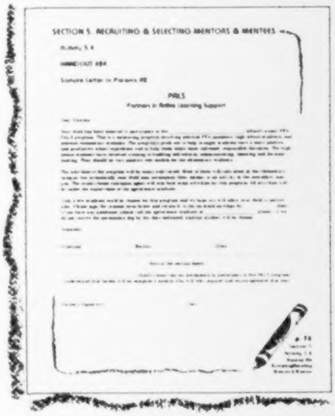
Activity: Distribute HO #'s 23-24. Discuss the importance of sending consent letters home to parents and giving them the opportunity to participate in the process. Let participants know these are just sample letters that can be used as is or modified to meet their needs. Give participants an opportunity to read and discuss how they might change the letters to meet their needs. Have them determine whose signature would need to be on the letter and who would be responsible for what. Let participants know they will have an opportunity to use these in their action plan and timeline.

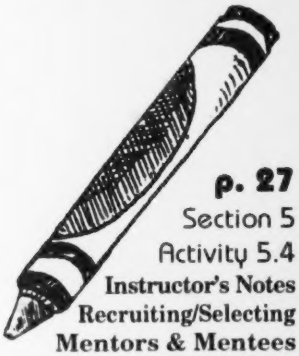
Outcome: School groups develop their own letters/ consent forms to send to parents.

Handout (HO) #23



Handout (HO) #24





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Instructor's Notes
Recruiting/Selecting
Mentors & Mentees

Activity 5.5

INSTRUCTOR'S NOTES

Purpose: Comprehend what PALS is all about.

Time: 15 minutes

Materials: Videotape: *PALS—An Introduction*
PALS—Questions & Answers
VCR and Monitor
PALS Brochures (25 per school)

Group Size: School Team and Whole Group

Activity: Distribute the brochures. Now that the participants have most of the pieces to the puzzle, tell them to relax and preview a videotape on PALS. The tape will show them what the program is all about and reinforce why they are here. After they review the video, let them know they will be able to use this video along with the brochures to promote PALS in their communities.

Outcome: Understand the importance of PALS.

PALS Video Tape

PALS Brochure

SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

Objective:

Participants will develop their local PALS program action plan.

- 6.1 Envisioning Your PALS Program
- 6.2 Issues, Strengths and Challenges
- 6.3 Family Involvement
- 6.4 Making a Difference
- 6.5 Community Support and Fundraising
- 6.6 Team Tasks
- 6.7 Student Manual Outline
- 6.8 Training Strategies

Total Time: 120 minutes

Materials Needed:
- Handouts 25 – 34
- Transparencies 22 – 28
- Readings 1a-e
- Flip Chart Paper
- Markers
- Masking Tape
- Post-It™ Notes
- Construction Paper
- Colored Adhesive Dots
- Glue Sticks
- Scissors

SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

Activity 6.1

INSTRUCTOR'S NOTES

Purpose: Have participants envision their local PALS program.

Time: 20 minutes

Materials:
Handout #25, page 77
Flip Chart Paper
Markers
Masking Tape
Construction Paper
Colored Adhesive Dots
Post-it™ Notes
Glue Sticks
Scissors

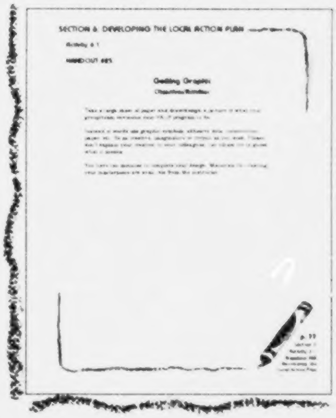
Group Size:
School Teams
Whole Group

Activity: Distribute HO #25 (give only ONE copy per team). Instruct the participants to draw or design a picture of what they envision their PALS program to look like. Follow instructions on HO #25. The materials are available for the participants use in creating their vision. Allow about 10 minutes for this activity.

When time is up, have each group present their vision. Rather than defining what it is, instruct the whole group to guess.

Outcome: Through this activity, the participants will begin to develop a vision for their PALS programs.

Handout (HO) #25



SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

Activity 6.2

INSTRUCTOR'S NOTES

Purpose: Assess the issues, strengths and challenges of each PALS school and community.

Time: 20 minutes

Materials: Handout #26, page 78

Group Size: School Team and Whole Group

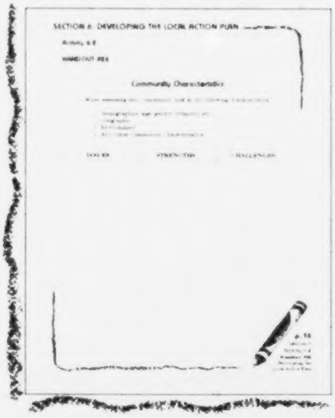
Activity: Distribute HO #26 and discuss the importance of understanding the community and how PALS can make a difference, not just at school, but within the whole community. Have participants list:

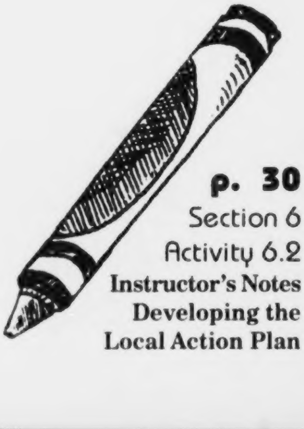
- the issues within their community that need to be addressed,
- the strengths their team brings to the community,
- what the community has to offer, and
- challenges within the community/school their program will have to overcome or work through to be effective.

Considering all of these characteristics, what must each local team do to make PALS work? Have each local team share their ideas with the whole group.

Outcome: Recognize the challenges that exist and develop a plan to meet them.

Handout (HO) #26





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SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

Activity 6.3

INSTRUCTOR'S NOTES

Purpose: Comprehend ideal characteristics of family involvement.

Time: 15 minutes

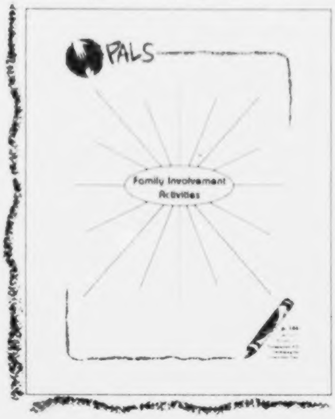
Materials:
Transparency #22, page 146
Handout #27, page 79
Transparency Markers

Group Size: Whole Group

Activity: Show TP #22 and instruct the whole group to brainstorm types of activities they can use or do to involve families in the PALS program. As the participants offer suggestions, write them on the transparency, one per line. Distribute HO #27 and briefly review some items not mentioned on the list. Give participants an opportunity to share any additional thoughts.

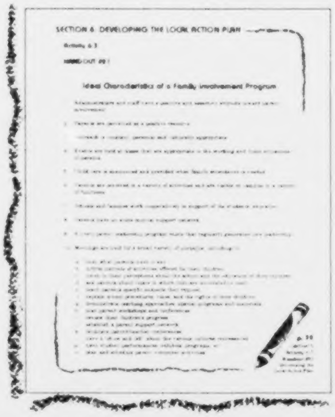
Outcome: Understand the impact family involvement can have on the local PALS programs.

Transparency (TP) #22

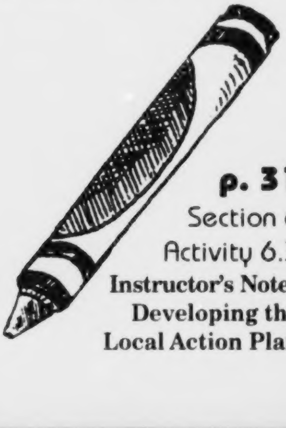

PALS

Family Involvement Activities

Handout (HO) #27


SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

Ideal Characteristics of a Family Involvement Program



SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

Activity 6.4

INSTRUCTOR'S NOTES

Purpose: Understand PALS can make a positive difference in a child's life.

Time: 5 minutes

Materials: Transparency #23, page 147
Transparency #24, page 148

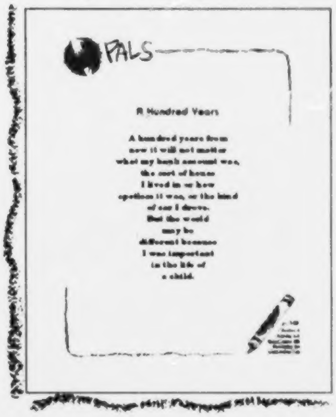
Group Size: Whole Group

Activity: Show TP #23 and discuss the importance of being able to reach young people, especially in today's society. Reinforce that it is time to offer something positive like PALS in which our young people can be involved.

Show TP #24 and read the story of *The Star Fish Flinger*. End it by saying that touching one life **can** make a difference.

Outcome: Understand PALS can make a difference, not just for the mentee, but for the mentor, school and community as well.

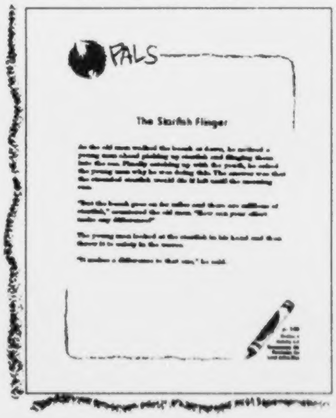
Transparency (TP) #23


PALS

A Hundred Years

A hundred years from
now it will not matter
what my bank account was,
the sort of house
I lived in or how
spotless it was, or the kind
of car I drove.
But the world
may be
different because
I was important
in the life of
a child.

Transparency (TP) #24


PALS

The Starfish Flinger

Activity 6.5

INSTRUCTOR'S NOTES

Purpose: Comprehend the importance of community support.

Time: 25 minutes

Materials:
Handout #28, page 80
Handout #29, page 81
Flip Chart Paper
Masking Tape
Markers

Group Size: School Teams and Whole Group

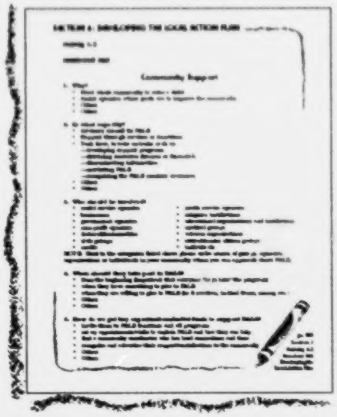
Activity: Distribute HO #28 and discuss why community support is important. As you go through the discussion, have the participants respond to each of the five questions on the handout. Give them a few minutes to list the key agencies and individuals in their communities they can tap for resources.

Distribute HO #29 and discuss fundraising. Have the participants answer the three questions on the handout. Note: It is very important that they clearly state the types of resources they are requesting. As they market the program, it is always helpful to take marketing tools such as brochures, newsletters, articles, etc. Ask them why they want or need these items.

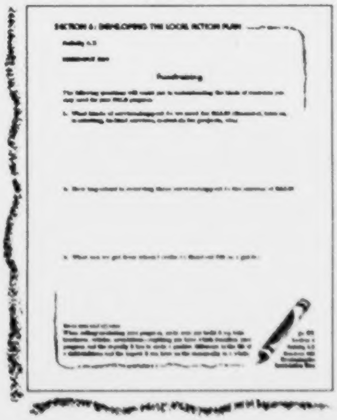
Give each team a flip chart page and markers. Have them create a list of their community resources including money, time and talent. When complete, each team will post their list on the wall. They should not assign tasks, only list resources.

Outcome: Understand community support and resources can make a difference in the program after it is clearly understood why the support or resource is needed.

Handout (HO) #28



Handout (HO) #29



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SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

Activity 6.6

INSTRUCTOR'S NOTES

Purpose: Comprehend the importance of team tasks and responsibilities.

Time: 15 minutes

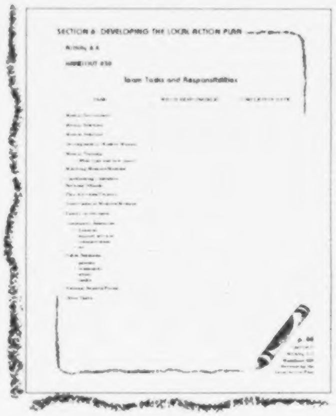
Materials:
Handout #30, page 82
Handout #31, page 83
Handout #32, page 84
Transparency #25, page 149
Flip Chart Paper
Masking Tape
Markers

Group Size: School Team and Whole Group

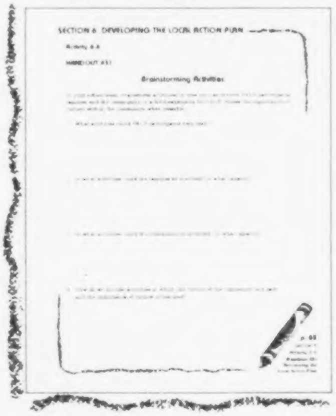
Activity: Before distributing HO #30, brainstorm with the whole group on what they think team tasks should be. As they are called out, write them on a flip chart page. After brainstorming, distribute HO #30. Have the participants list those items they feel are useful to their program under tasks. Before they fill out the other two columns, distribute HO #31 and have them answer the questions on how to involve others. Then return to HO #30 and list any other tasks they might think are important from their responses. Have them complete HO #30 by assigning tasks and dates to team members or others such as parents, students, community agencies, etc.

After they have completed each of the activities, have one person from each group share two or three tasks and responsibilities with the whole group. Ask the participants to not repeat something that has already been stated.

Handout (HO) #30



Handout (HO) #31



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SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

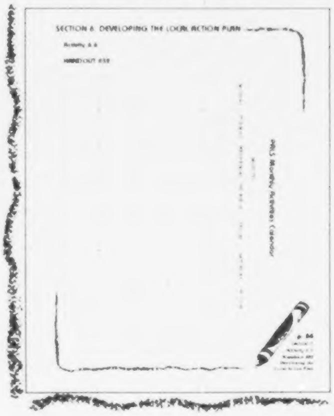
Activity 6.6 *continued*

Distribute HO #32 and tell participants this is a sample calendar that can be copied and filled in with each month's tasks, activities, etc. By using this tool, they will always know what is happening a month at a time.

Show TP #25 and discuss the importance of always having a positive attitude. Reinforce that a positive attitude affects those around you and can make a difference in how your day goes.

Outcome: Understand the importance of:
- preparing for each task,
- knowing who is responsible, and
- knowing who to involve in activities and how to make it easier for your PALS program.

Handout (HO) #32



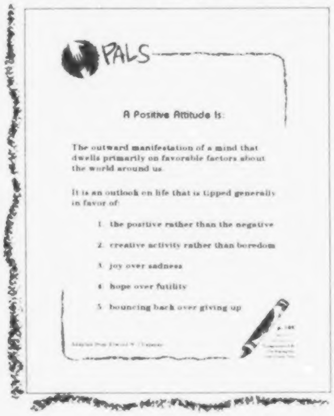
SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

Activity 6.6

HANDOUT #32

PALS Monthly Activities Calendar

Transparency (TP) #25



PALS

A Positive Attitude Is:

The outward manifestation of a mind that dwells primarily on favorable factors about the world around us.

It is an outlook on life that is tipped generally in favor of:

1. the positive rather than the negative
2. creative activity rather than boredom
3. joy over sadness
4. hope over futility
5. bouncing back over giving up

Activity 6.7

INSTRUCTOR'S NOTES

Purpose: Develop a guideline for a mentor's manual to assist local teams in preparing the mentors for their roles in PALS.

Time: 20 minutes

Materials:
Handout #'s 33a-r, pages 85-102
Handout #34, page 103
Transparency #26, page 150
Transparency #27, page 151
Transparency #28, page 152

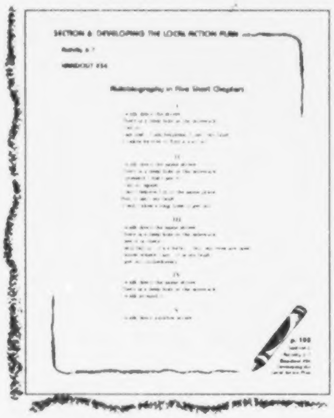
Group Size: Team and Whole Group

Activity: Distribute HO #'s 33a-r and show TP #26. Discuss the items in the HOs as you review the Table of Contents. These items are to be used as a guideline for developing each team's mentoring manual. The manual includes the following:

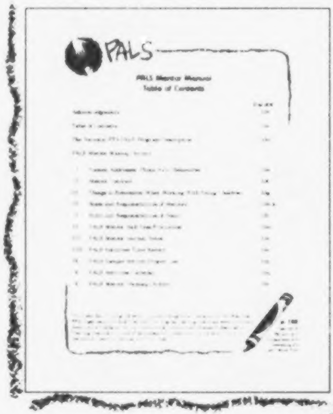
- Acknowledgments
- Table of Contents
- The National FFA PALS Program Description
- PALS Mentor Manual Outline:
  - I. Names, Addresses, Phone #'s
  - II. Mentor Contract
  - III. Things to Remember When Working With Young Children
  - IV. Roles and Responsibilities of Mentors
  - V. Roles and Responsibilities of Team
  - VI. PALS Mentor Hall Pass/Evaluation
  - VII. PALS Mentor Journal Notes
  - VIII. PALS Volunteer Time Record
  - IX. PALS Sample Activity/Project List
  - X. PALS Activities Calendar
  - XI. PALS Mentor Training Outline

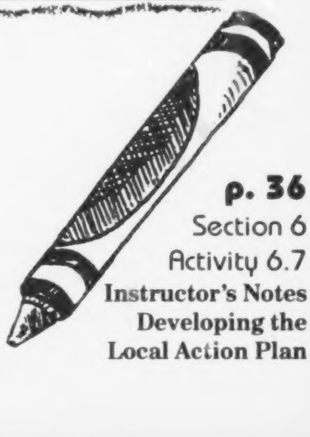
Note: Handout (HO) #'s 33a-r are not being shown here. Please see Section 6 in Appendix A to review the handouts. There is a total of 18 pages for the student mentor manual.

Handout (HO) #34



Transparency (TP) #26

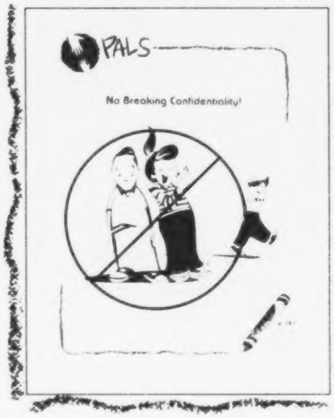




Activity 6.7 *continued*

Before reviewing each page of the manual, look at TP #27 and discuss the importance of mentors understanding confidentiality. Mentors must be careful what they say to their pal. Now review and respond to any questions.

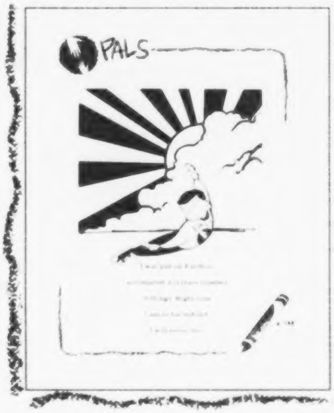
Transparency (TP) #27



Distribute HO #34. Explain that sometimes it takes a while to finally get it right. What's important is to keep trying. Show TP #28 and state that yes, there are many important things to accomplish in life and that PALS is one of them.

Outcome: Prepare an outline for what each team would like to include in their mentor manual.

Transparency (TP) #28



Activity 6.8

INSTRUCTOR'S NOTES

Purpose: Understand training strategies.

Time: None

Materials: Reading #1a-e, pages 156-163

Group Size: Whole Group

Activity: Distribute Readings 1a-e and tell participants this article contains information on training strategies. Ask them to read the article when they have an opportunity.

Outcome: Become aware of the importance of understanding how to train.

SECTION 7: PROMOTING & MARKETING PALS

Objective:

Participants will develop a strategy for using the public relations packet.

- 7.1 Preparing Team and Mentors for Interviews
- 7.2 Elements of Public Relations
- 7.3 Developing Press Releases
- 7.4 Marketing Your PALS Program

Total Time: 30 minutes

Materials Needed:

- Handouts 35 – 43

Activity 7.1

INSTRUCTOR'S NOTES

Purpose: Develop strategies for using a public relations packet.

Time: 5 minutes

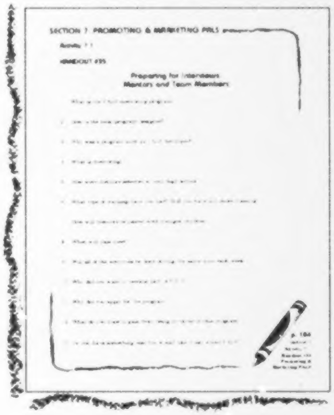
Materials: Handout #35, page 104
Handout #36, page 105

Group Size: Whole Group

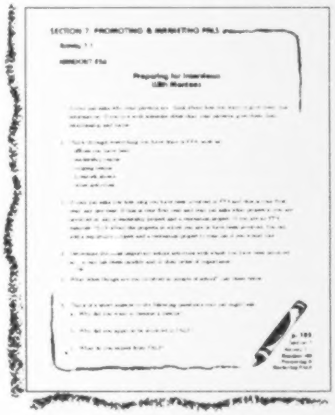
Activity: Distribute HO #'s 35 and 36. Tell participants these are the types of questions for which the mentors and team members should have responses in case of an interview with media or mentees and their parents. Allow participants a few minutes to review and ask questions.

Outcome: Participants will learn how to prepare a public relations packet appropriate for all groups.

Handout (HO) #35



Handout (HO) #36



Activity 7.2

INSTRUCTOR'S NOTES

Purpose: Plan a public relations packet.

Time: 10 minutes

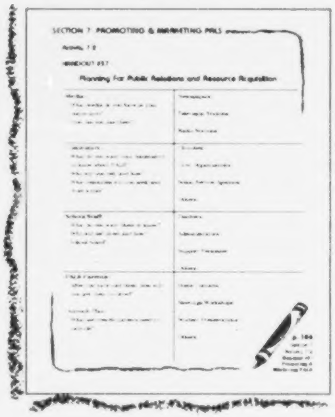
Materials: Handout #37, page 106

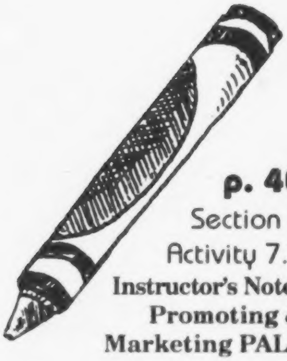
Group Size: School Team

Activity: Distribute HO #37. Tell participants these are things they should consider when developing a public relations packet. Have the participants work in their teams to complete the HO. If time permits, have each team share their answers with the whole group.

Outcome: Participants will understand what to include in their public relations packet.

Handout (HO) #37





SECTION 7: PROMOTING & MARKETING PALS

Activity 7.3

INSTRUCTOR'S NOTES

Purpose: Develop a press release.

Time: 5 minutes

Materials: Handout #38, page 107
Handout #39a-b, pages 108-109
Handout #40a-b, pages 110-111
Handout #41a-c, pages 112-114

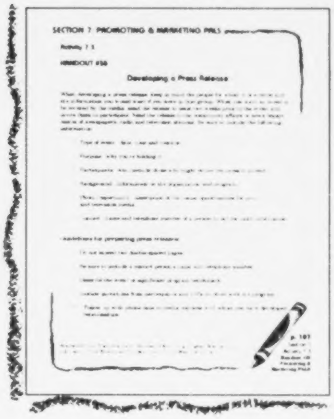
Group Size: Whole Group

Activity: Distribute HO #'s 38 - 41c. Tell participants HO #38 is a format that should be followed in developing effective press releases. Indicate the remaining HOs are samples of a National FFA press release, newspaper clippings, and newsletters about local PALS programs. Allow participants a few minutes to review these items and ask questions.

Outcome: Participants will understand how to develop an effective press release.

Note: Handouts 39b, 40a-b and 41a-c are not shown here. They are samples of articles from Haskell, Texas, and Tuckerman, Arkansas. Refer to Appendix A, Section 7.

Handout (HO) #38



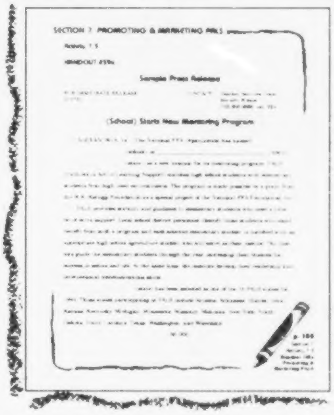
SECTION 7: PROMOTING & MARKETING PALS

Activity 7.3

HANDOUT #38

Developing a Press Release

Handout (HO) #39a



SECTION 7: PROMOTING & MARKETING PALS

Activity 7.3

HANDOUT #39a

Sample Press Release

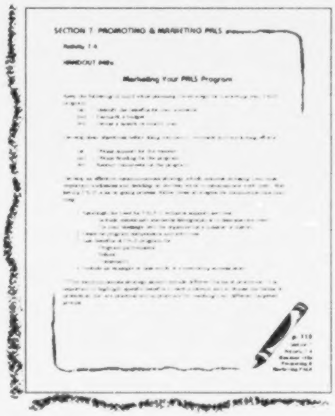
(School) Starts New Mentoring Program

Activity 7.4

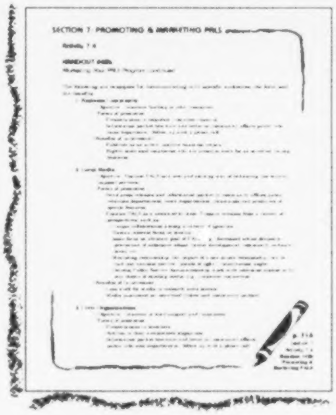
INSTRUCTOR'S NOTES

Purpose:	Develop strategies for marketing local PALS programs.
Time:	10 minutes
Materials:	Handout #42a-d, pages 115-118 Handout #43, page 119
Group Size:	Whole Group
Activity:	Distribute HO #'s 42a-d. Tell participants these are additional examples of how to market their program. Allow the group a few minutes to review and ask questions. Distribute HO #43. Tell participants it is a story, "The Starfish Flinger," and give them examples of how to use the story when making presentations to generate PALS support. All it takes is making a difference for one child and it can have an impact for many.
Outcome:	Participants will learn to prepare a marketing plan for their PALS program that targets local community groups/audiences.

Handout (HO) #42a

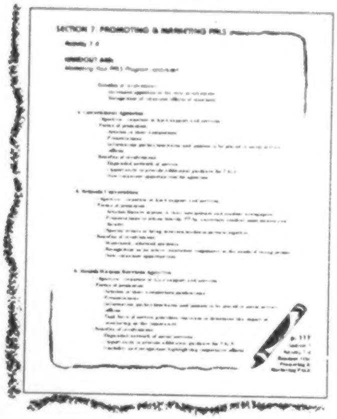


Handout (HO) #42b

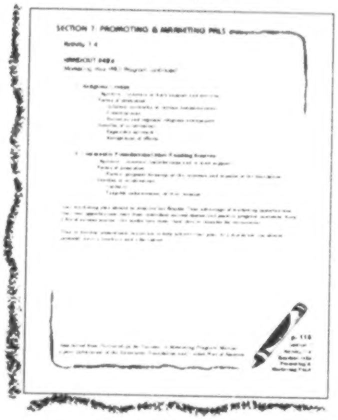


Activity 7.4 *continued*

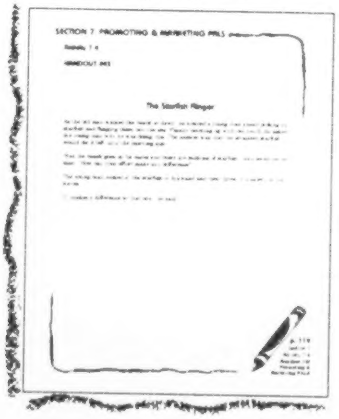
Handout (HO) #42c



Handout (HO) #42d



Handout (HO) #43



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SECTION 8: RECOGNITION & CELEBRATION

Objective:

Participants will learn how to recognize participation in PALS.

- 8.1 Developing Ideas for Celebrating PALS
- 8.2 Recognizing Participation in PALS

Total Time: 30 minutes

Materials Needed:

- Handouts 44 – 48
- Transparencies 29 – 31
- One sheet of 8 1/2" x 11" paper per person
- PALS Participant Certificates (1 per person)
- Training Evaluation Forms (HO #48)

SECTION 8: RECOGNITION & CELEBRATION

Activity 8.1

INSTRUCTOR'S NOTES

Purpose: Generate ideas for recognizing PALS participants and supporters.

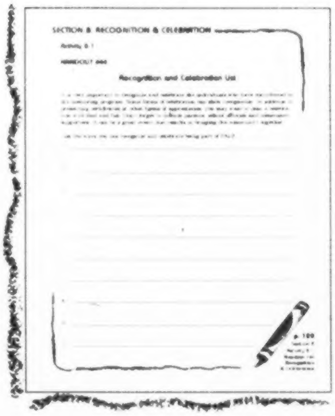
Time: 10 minutes

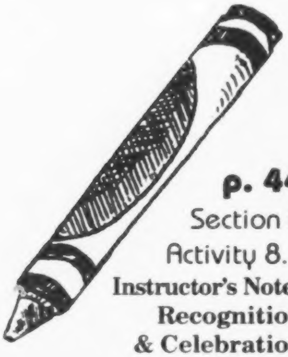
Materials: Handout #44, page 120

Group Size:
Whole Group
School Team

Activity: Distribute HO #44. Discuss the importance of recognizing participants, along with parents, school and community. Recognition gives people a sense of accomplishment and makes them feel good about themselves and their achievements. Have participants brainstorm types of activities they can use to recognize and celebrate participation in PALS. Allow participants a few minutes to list their ideas and share their findings.

Handout (HO) #44





SECTION 8: RECOGNITION & CELEBRATION

Activity 8.2

INSTRUCTOR'S NOTES

Purpose: Recognize participants and bring closure to the training program.

Time: 20 minutes

Materials:
Handout #45, page 121
Handout #46, page 122
Handout #47, page 123
Transparency #29, page 153
Transparency #30, page 154
Transparency #31, page 155
One sheet of 8 1/2" x 11" paper per person
PALS Participant Certificates (see Appendix E)
Evaluation Form (HO #48, page 124)

***Note:** Handouts and transparencies are not shown here. Refer to appendices.*

Group Size: School Team

Activity: Distribute HO #'s 45-47 and show TP #'s 29-30. Tell participants certificates are a simple way of recognizing individuals for their contributions. The handouts are sample certificates they can adapt to meet their needs. In addition to providing certificates, indicate they may also celebrate participation by having door prizes, food, parties, banquets, etc.

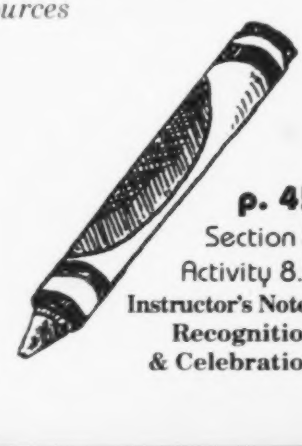
Show TP #31, and tell participants at times it might seem very difficult. However, they should never give up on something that can make a positive difference in the life of a young child.

Present each participant with a personalized certificate* and have them fill out an evaluation form (HO #48).

On the sheets of paper, have each person write a positive comment about everyone on their team.

***Note:** Certificate copy masters are located in Appendix E: Additional Resources*

Outcome: Through this activity the participants will develop their own ways to recognize and celebrate PALS participation.



APPENDIX A: HANDOUTS

• Section 1	#1 – 5
• Section 2	#6 – 7
• Section 3	#8 – 10
• Section 4	#11 – 13b
• Section 5	#14 – 24
• Section 6	#25 – 34
• Section 7	#35 – 43
• Section 8	#44 – 48

PALS

SECTION 1: PROGRAM INTRODUCTION HANDOUTS

- Handout #1: Icebreaker Activity
- Handout #2: PALS Overview
- Handout #3: PALS Plan-in-Hand Checklist
- Handout #4: Ground Rules
- Handout #5: Training Objectives

Activity 1.2

HANDOUT #1

Icebreaker Activity

Part 1: Please answer the following questions individually.

1. What are your hobbies and interests?

2. What is the one thing from civilization you would want to have if you were shipwrecked on a deserted island? Why?

3. When you were younger, who was one of your role models? Why?

4. What is one positive quality you bring to this workshop?

5. How will the PALS program benefit you personally?

Part 2: Please share your answers at your table with the group.

Part 3: Please stand and introduce the person to your left by stating their name, job, and one fascinating fact about that person.

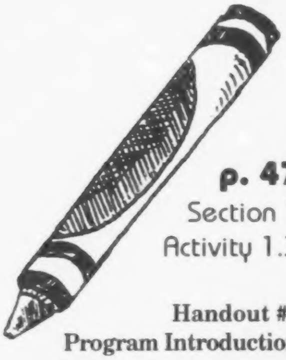
Activity 1.3

HANDOUT #2

PALS

Overview

PALS is a mentoring program which matches high school agriculture students with elementary students to help them get excited about school, explore their interests in plants and animals, and develop their personal skills. Mentoring activities will center around building trust and developing positive self-esteem through sharing and working together in a one-to-one relationship at least once a week. The mentoring role is a major commitment on the part of the high school students. These mentors are selected to help build the human resource potential of a young child as well as that of themselves. The mentors will receive training from high school and elementary counselors and agriculture teachers when they are not working with elementary students.



Activity 1.5

HANDOUT #3

PALS
Plan-In-Hand Checklist

- Understanding Program Criteria

- Benefits and Roles of Mentoring

- Vision of a Mission

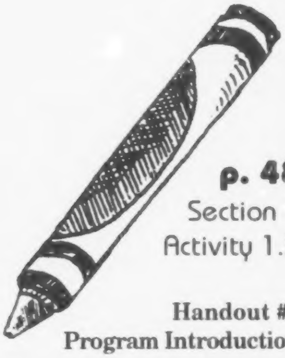
- Comprehending Cultural Diversity

- Recruiting and Selecting Mentors and Mentees

- Developing a Local Action Plan:
  - Issues/Strengths/Challenges
  - Family Involvement
  - Community Resources
  - Student Manual
  - Team Tasks
  - Activities
  - Calendar/Timeline

- Promoting and Marketing PALS

- Recognition and Celebration



Activity 1.6

HANDOUT #4

Ground Rules

- One person talks at a time
- No "yes, but..."
- Listen to learn
- Conflict without hostility is good
- Respect the agenda
- What is said here stays here
- Cut to the core of the issues
- Silence is okay
- Each member speaks only for herself or himself
- Full participation
- We agree on how we will make decisions
- When working on a team effort, all contributions are viewed as team contributions—we speak with one voice
- Other:

Activity 1.7

HANDOUT #5

PALS

Partners in Active Learning Support

Training Objectives

The participants will:

1. Get to know each other and understand the PALS program concept and criteria.
2. Comprehend the benefits and roles of mentoring.
3. Develop a PALS mission statement for their local program.
4. Increase awareness of cultural diversity issues which could affect their program.
5. Develop strategies for recruiting and selecting mentors and mentees.
6. Develop their PALS program local action plan.
7. Develop strategies for promoting and marketing their local PALS program.
8. Learn how to recognize those who participate in the local PALS program.

SECTION 2: BENEFITS & ROLES OF MENTORING HANDOUTS

- Handout #6: Benefits and Roles for Community, Family, Mentor, Mentee and School
- Handout #7: Roles of Mentoring

Activity 2.1

HANDOUT #6

Benefits and Roles for Community, Family, Mentor, Mentee and School

COMMUNITY	FAMILY
BENEFITS:	BENEFITS:
ROLES:	ROLES:
MENTOR / MENTEE	**SCHOOL**
BENEFITS:	BENEFITS:
ROLES:	ROLES:

Activity 2.1

HANDOUT #7

Roles of Mentoring

A mentor is someone who:

- generates respect and trust
- encourages students to expect success
- provides a positive role model
- contributes something positive
- participates in activities designed to involve/motivate students
- listens without judging
- brings about fun
- tutors and helps mentee build good study habits
-
-
-
-
-
-
-
-

(Adapted from an Intercultural Development Research Association exercise, courtesy of the PALS Action Force.)

SECTION 3: VISION OF A MISSION HANDOUTS

- Handout #8: Attitude Adjustment Scale
- Handout #9: The Story
- Handout #10: Mission Statement

Activity 3.2

HANDOUT #8

Attitude Adjustment Scale

Please rate your current attitude. Read the statement and circle the number where you feel you belong. If you circle a 10, you are saying your attitude could not be better in this area; if you circle a 1, you are saying it could not be worse. Be honest.

		High (Positive)									**Low** (Negative)
1.	If I were to guess, my feeling is that my teacher would currently rate my attitude as a:	10	9	8	7	6	5	4	3	2	1
2.	Given the same chance, my friends and family would rate my attitude as a:	10	9	8	7	6	5	4	3	2	1
3.	Realistically, I would rate my current attitude as a:	10	9	8	7	6	5	4	3	2	1
4.	In dealing with others, I believe my effectiveness would rate a:	10	9	8	7	6	5	4	3	2	1
5.	My current creativity level is a:	10	9	8	7	6	5	4	3	2	1
6.	If there were a meter that could gauge my sense of humor, I believe it would read close to a:	10	9	8	7	6	5	4	3	2	1
7.	My recent disposition—the patience and sensitivity I show to others—deserves a rating of:	10	9	8	7	6	5	4	3	2	1
8.	When it comes to not allowing little things to bother me, I deserve a:	10	9	8	7	6	5	4	3	2	1
9.	Based upon the number of compliments I have received lately, I deserve a:	10	9	8	7	6	5	4	3	2	1
10.	I would rate my enthusiasm toward my school and life during the past few weeks as a:	10	9	8	7	6	5	4	3	2	1

Total_______________

A score of 90 or over is a signal that your attitude is "in tune" and no adjustments seem necessary; a score between 70 and 90 indicates that minor adjustments may help; a rating between 50 and 70 suggests a major adjustment may be necessary; if you rated yourself below 50, a complete overhaul may be required.

Adapted from *Attitude—Your Most Priceless Possession* by Elwood Chapman

Activity 3.2

HANDOUT #9

The Story

A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up and the man sped away. A member of the police force was notified promptly.

STATEMENTS ABOUT THE STORY

T = True F = False I = Insufficient Information

1. A man appeared after the owner had turned off his store lights. T F I
2. The robber was a man. T F I
3. The man who appeared did not demand money. T F I
4. The man who opened the cash register was the owner. T F I
5. The owner scooped up the contents of the cash register and ran away. T F I
6. Someone opened a cash register. T F I
7. After the man who demanded the money scooped up the contents of the cash register, he ran away. T F I
8. While the cash register contained money, the story does not state how much. T F I
9. The robber demanded money of the owner. T F I
10. A businessman had just turned off the lights when a man appeared in the store. T F I
11. It was broad daylight when the man appeared. T F I
12. The man who appeared opened the cash register. T F I
13. No one demanded money. T F I
14. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police forc T F I
15. The following events occurred: Someone demanded money; a cash register was opened; its contents were scooped up; and a man dashed out of the store. T F I

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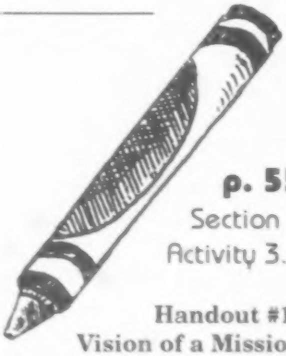
*From the "Uncritical Inference Test", ©1955, 1964, 1979 by William V. Haney. The full-length test is available for educational purposes from the International Society for General Semantics, P.O. Box 2469, San Francisco, CA 94126-3613.

Activity 3.3

HANDOUT #10

Mission Statement

The ______________________________ PALS Program will



SECTION 4: CULTURAL DIVERSITY HANDOUTS

- Handout #11: Cultural Squares
- Handout #12a: Cultural Mapping
- Handout #12b: Skills for Cultural Diversity
- Handout #13a: Types of Culture
- Handout #13b: Types of Culture continued

Activity 4.1

HANDOUT #11

Cultural Squares

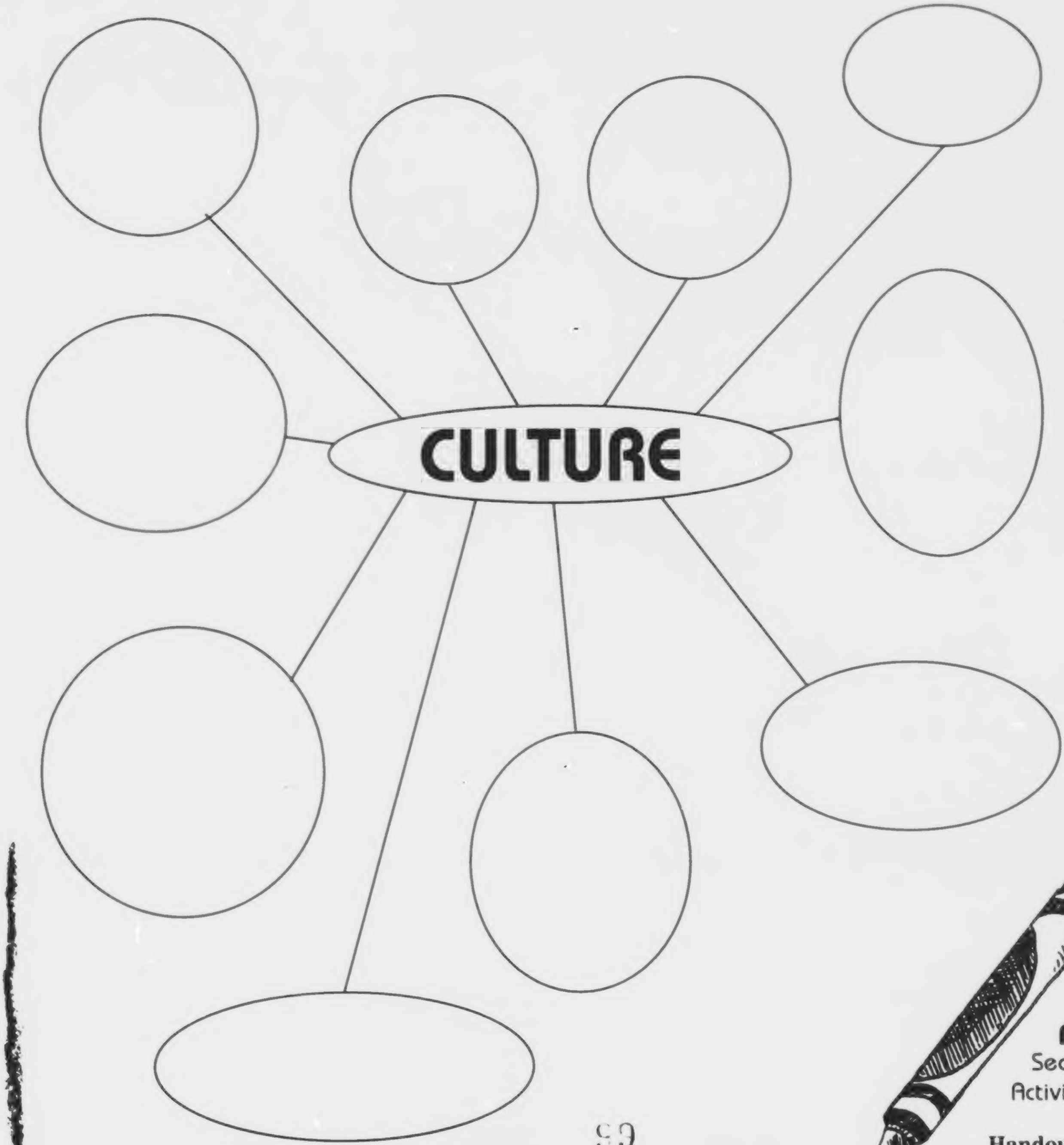
1. What is a fond memory you have of your family life from before you were eight years old?	2. Describe a time when you were courageous or acted with valor.
3. Name a famous person from your own ethnic group, state or country of whom you are proud.	4. What thoughts or concerns do you have about cultural diversity?

SECTION 4: CULTURAL DIVERSITY

Activity 4.2

HANDOUT #12a

Cultural Mapping



p. 57
Section 4
Activity 4.2

Handout #12a
Cultural Diversity

Activity 4.2

HANDOUT #12b

Skills for Cultural Diversity

What basic skills and support do teachers need to be effective in a culturally diverse community?

- a self-awareness (of attitudes on multiculturalism; of strengths and weaknesses in working with people from different cultural backgrounds)
- an ability to communicate effectively (written, verbal, non-verbal)
- an ability to challenge and stimulate children to learn and apply critical thinking skills
- an ability to think critically, analytically and creatively
- a sensitivity to individual differences
- a positive attitude
- a willingness to integrate a multicultural perspective into the classroom and curriculum
- a willingness to build and strengthen bridges between home, school and community

Activity 4.3

HANDOUT #13a

Types of Culture

Language/Communication

- the preferred manner of speaking
- origins of the language and its elements
- names of people and places
- gesture or postures, e.g., welcome, hostility, approval/disapproval, affection/anger, courtesy/rudeness
- current usage, colloquialisms, regionalisms
- games and other forms of entertainment

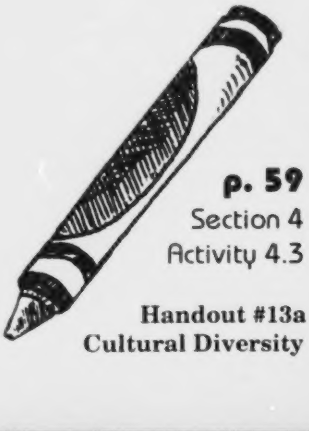
Humanistic

- forms of kindness, humor and validating oneself and others
- concepts of justice, fairness, competition and cooperation
- unselfishness, leadership
- concepts of human capability and potential

Historical

- persons from political, literary, artistic and scholarly arenas, etc.
- events recorded and remembered
- ancestral contributions evidenced in contemporary life
- geography and its affects on ancestral group history
- origins of surnames (last names)

Adapted from Josue M. Gonzalez, *A Development and Sociological Rationale for Culture Based Curricula and Cultural Context Teaching in the Early Instruction of Mexican American Children.*



SECTION 4: CULTURAL DIVERSITY

Activity 4.3

HANDOUT #13b

Types of Culture *continued*

Deep

- family ties and relationships
- friendships: e.g., gender, religious, physically challenged, urban/rural, etc.
- pride and self-respect
- dictates of conscience
- milestones in personal life, e.g., birthdays, funerals, etc.

Formal

- literary landmarks
- contents of museums
- music of ancestral group
- art
- dance
- holidays and parades

Situational

- inter- and intra-group relations
- well-known contemporary personalities
- social change awareness and recognition of change agents
- physical similarities and differences and how these affect perceptions
- diet: nutrition and the rituals that accompany it

Adapted from Josue M. Gonzalez, *A Development and Sociological Rationale for Culture Based Curricula and Cultural Context Teaching in the Early Instruction of Mexican American Children.*

SECTION 5: RECRUITING & SELECTING MENTORS & MENTEES HANDOUTS

- Handout #14: Qualities Mentors Should Have
- Handout #15: Mentor Training Activities Booklet Table of Contents
- Handout #16 a-d: Sample Letter and Application
- Handout #17 a-b: PALS Mentor Application
- Handout #18 a-b: PALS Mentee Application
- Handout #19: What Do You Do With a Child Like This?
- Handout #20: What Guidelines Will be Used to Match Mentors to Mentees?
- Handout #21: What Steps Should Be Taken if a Match is Not Working?
- Handout #22: Making it Easy to Say Good-bye to Mentor/ Mentee
- Handout #23: Sample Letter to Parents #1
- Handout #24: Sample Letter to Parents #2

Activity 5.1

HANDOUT #14

Qualities Mentors Should Have

Characteristics	Communication Skills	Leadership Skills

HANDOUT #15

MENTOR TRAINING ACTIVITY BOOKLET

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Activity 5.2

HANDOUT #16a

(SAMPLE LETTER AND APPLICATION)

____________________ FFA Chapter
PALS Application

Program Description and Requirements

Our definition of a mentor is: A person who is willing to accept limits on their "social" behavior to commit to the program; someone who can put a younger person's needs before their own and will be "tough" yet "caring" when a student does not want to work on academics. A person who is willing to "adjust" his or her attitude and make a commitment to being a role model for his or her PAL seven days a week.

The PALS class meets daily. You will work with the elementary students three or four days each week. You get credit for PSD Ag 312 and PALS. There is also one after-school or weekend activity every six weeks. This activity counts as your six weeks project grade. Your grade will be based on attendance, attitude toward working with your pal, and responsibility. A point system and journal are also required by the state.

You will receive strikes for various discipline problems you may encounter. When you have accumulated three strikes, you go before a "jury" of the other PALS students that will decide whether you remain in the program or change your schedule. The agriculture teacher and counselor decide all disciplinary questions and will consider all circumstances surrounding the situation. Three things may constitute immediate removal from the program:

1) abusive to the children,
2) girl becoming pregnant, and
3) boy fathering a child.

All information about the children in this program is confidential. The agriculture teacher and counselor reserve the right to interview all applicants and make selections based on applications and/or interviews.

SECTION 5: RECRUITING & SELECTING MENTORS & MENTEES

Activity 5.2

HANDOUT #16b

Please fill in the following and return to the agriculture teacher by (date):

I. Personal Information

Date: ____________________ Social Security #: ______________________________

Name: ____________________ Phone #: ______________________________

Address: ____

Age: ____________________ Date of Birth: ______________________________

Information on Parents or Guardians:

Name: ____________________ Work #: ______________ Home #: ______________

Name: ____________________ Work #: ______________ Home #: ______________

Are you an FFA member? ☐ yes ☐ no

If not, would you be willing to pay the $10 FFA dues to be in this program? ☐ yes ☐ no

List your extracurricular activities below:

How many hours per week are you involved in these activities? __________

Give a basic outline of your scheduled weekly activities:

Do you work? ☐ yes ☐ no

If yes, how many hours per week? ____________________ Where? ____________________

Would you be willing to work with a student of a different race or opposite sex? ☐ yes ☐ no

Why do you want to be a mentor?

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Section 5
Activity 5.2
Handout #16b
Recruiting/Selecting
Mentors & Mentees

Activity 5.2

HANDOUT #16c

II. Situational Questions

What would you do in each of the following situations listed if this happened while you were working with your pal? Remember, answer what you would do; not what you think we want to hear.

1. Your pal lies to you, what would you do?

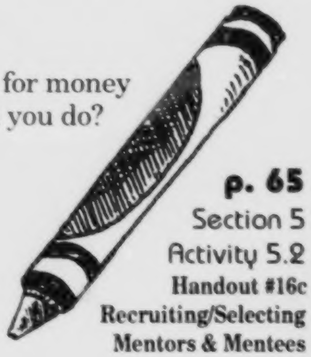
2. Your pal refuses to do his/her homework, what would you do?

3. Your pal accuses you of hitting him or her, what would you do?

4. Your pal gets into a fight with another pal in the classroom, what would you do?

5. Your pal uses chewing tobacco around you, what would you do?

6. During seasons that usually bring gifts, your pal continually asks you for money or to buy things for them and will not work unless you do; what would you do?



SECTION 5: RECRUITING & SELECTING MENTORS & MENTEES

Activity 5.2

HANDOUT #16d

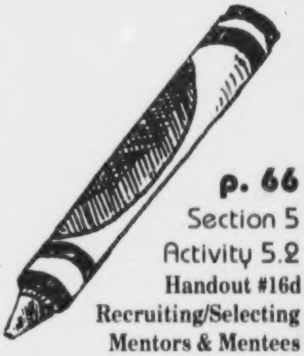
III. Thought Questions

1. What experience do you have working with children?
2. What three things do you not like about yourself?
3. Why do you want to be in the PALS program?
4. What do you have to give to this program?
5. Can you totally commit to this program and your elementary student?
6. Can you hold the confidentiality of the program?
7. Describe yourself in 5 sentences.

Are you in the Marketing Co-op Work program? ☐ yes ☐ no
If yes, your marketing teacher and employer must sign this application.

Marketing Teacher ____________________

Employer ____________________



Activity 5.2

HANDOUT #17a

(SAMPLE APPLICATION)
FFA - PALS Mentor Application

1. Name: ____________________

Mailing Address: ____________________

Home Address (If different from mailing address): ____________________

Home Phone: ____________ Birthday: ____________

2. Grade level: ____________

List your school schedule:

1st: ____________

2nd: ____________

3rd: ____________

4th: ____________

5th: ____________

6th: ____________

7th: ____________

8th: ____________

3. Do you work part time? ________ If yes, please list the hours you work? ________

4. Please check the 3 items from the list below you feel are your strongest assets:

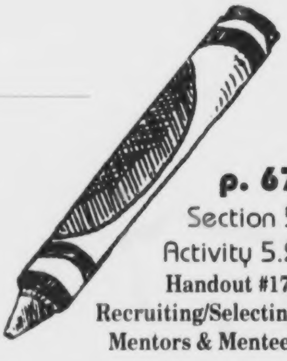
________ Committed
________ Compassionate
________ Competitive
________ Confidential
________ Friendly
________ Non-Judgmental
________ Open-Minded
________ Organized
________ Patient
________ Positive Attitude
________ Punctual
________ Trustworthy

5. Please check the 3 items from the list below you would like to further develop to improve yourself.

________ Compassionate
________ Confidential
________ Friendly
________ Even-tempered
________ Organized
________ Non-Judgmental
________ Patience
________ Positive Attitude
________ Punctual
________ Respect of the Rules
________ Responsible
________ Sportsmanlike

6. Do you have younger brothers or sisters? ________ How many? ________

Please list their names, ages, grade and teacher below:



Activity 5.2

HANDOUT #17b

Mentor Application continued

7. Tell about any experiences you have had working with children.

8. What do you hope to gain from this experience?

9. What do you think you have to offer to an elementary boy or girl with whom you would be assigned to work?

10. Check any talents you have:

______ playing piano
______ playing guitar
______ playing other instruments
Other: ____________________
Other: ____________________

______ writing short stories
______ writing poems
______ ballet dancing
______ tap dancing
______ acting

Art:

______ oil painting
______ water colors
______ pen and ink

______ charcoal
______ line drawings
______ sketching

11. Check any special interests you have:

Pets:
List: ____________________
List: ____________________
List: ____________________

Card Games:
List: ____________________
List: ____________________
List: ____________________

Board Games:
List: ____________________
List: ____________________
List: ____________________

Items you collect:
List: ____________________
List: ____________________
List: ____________________

Type of music you like:
List: ____________________
List: ____________________
List: ____________________

FFA/Agriculture Projects:
List: ____________________
List: ____________________
List: ____________________

Sports:

______ football
______ track
______ tennis
______ golf
______ bicycling

______ basketball
______ baseball
______ volleyball
______ running

______ aerobics/exercising
______ soccer
______ riding horses
______ lifting weights

Other:

______ cooking
______ gardening
______ reading
______ word games

______ sewing
______ watching movies
______ crossword puzzle
______ computers

______ photography
______ shopping
______ jigsaw puzzles
______ video games

Activity 5.2

HANDOUT #18a

(SAMPLE APPLICATION)

FFA - PALS Mentee Application

1. Name: ____________________

2. Home Room Teacher: ____________________

3. Parent or Guardian: ____________________

   Mailing Address: ____________________

   Home Address (If different from mailing address): ____________________

   Home Phone: ____________________ Birthday: ____________________

4. What grade are you presently in? ____________________

5. Do you have brothers or sisters? ______ ______ How many? ____________________

   Please list their names, ages and grade:

6. Check any talents you have:

   ______ playing piano
   ______ playing guitar
   ______ playing other instruments
   List: ____________________
   List: ____________________

   ______ writing short stories
   ______ writing poems
   ______ ballet dancing
   ______ tap dancing
   ______ acting

   Art:

   ______ oil painting
   ______ water colors
   ______ pen and ink

   ______ charcoal
   ______ line drawings
   ______ sketching

Activity 5.2

HANDOUT #18b

Mentee Application continued

7. Check any special interests you have:

Pets
List: ______________________
List: ______________________

Card Games
List: ______________________
List: ______________________

Board Games
List: ______________________
List: ______________________

Items you collect
List: ______________________
List: ______________________

Type of music you like
List: ______________________
List: ______________________

Science/Agriculture Projects
List: ______________________
List: ______________________

Sports

______ football
______ track
______ tennis
______ golf
______ bicycling
______ soccer
______ basketball
______ baseball
______ volleyball
______ running
______ aerobics/exercising
______ riding horses
______ lifting weights

Other

______ cooking
______ gardening
______ reading
______ word games
______ photography
______ computers
______ sewing
______ watching movies
______ crossword puzzles
______ jigsaw puzzles
______ shopping
______ video games

Activity 5.3

HANDOUT #19

What Do You Do With a Child Like This?

I'VE YET TO MEET a troubled child who wasn't, above all else, terribly lonely. I presume loneliness even before I see the child.

EMOTIONALLY disturbed children are distinguished by their regrettable ability to elicit from others exactly the opposite of what they really need.

SO MANY troubled children keep jackets or caps on during the day. They need the physical protection for a fragile psyche; or perhaps they simply don't feel welcome and are keeping themselves ready to leave. The jacket will come off when the child feels a sense of purpose and belonging.

EVERYTHING disturbed children do has a clear purpose to them and makes perfect sense within their view of the world. That's the fascinating puzzle—their view of the world.

Behind troubled eyes: THERE IS SOMETHING about the eyes of abused children—a depth, a darkness, an absence of spirit. Scan any classroom and you will find those eyes. Scan any classroom and they will find you.

"ATTENTION SEEKING BEHAVIORS" is an unfortunate phrase. It sounds so devious. Children who seek attention are children who need attention. The behavior may be ignored, but not the need.

THE HURT that troubled children create is never greater than the hurt they feel.

AT ANY GIVEN MOMENT, the child would prefer to be seen by peers as **bad** rather than **dumb**. Some children make a career of it.

A CHILD placed among a group of smarter students will improve his/her performance. Call it osmosis, call it peer influence if you like, but it's true. Unfortunately, this is not what we usually do with special children.

I'VE NEVER HAD a serious argument with a child who accepted something to eat from me upon arriving at my office.

GIVE DISCOURAGED STUDENTS one task that makes them feel important. One clear reason for them to walk in the door.

YOUR ABILITY to accurately perceive a child's inner needs is the source for the most effective interventions available to you.

WHEN WORKING with discouraged children, I make two lists. One itemizes activities which they enjoy. I use this list for contingencies and rewards. The other shows what they value most in life, the things that make their day worthwhile. This list I never make contingent.

Taken from *What Do You Do With a Child Like This? Inside the Lives of Troubled Children* by L. Tobin.

Activity 5.3

HANDOUT #20

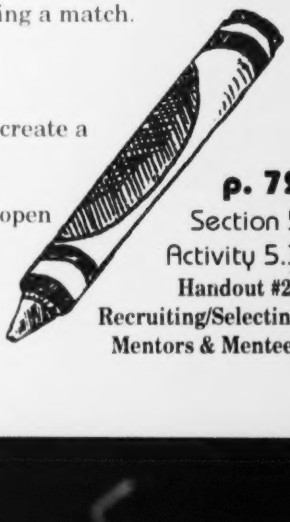
What Guidelines Will Be Used to Match Mentors to Mentees?

Consider the following questions when matching mentors and mentees:

1. What is the desired result of the match?
2. How will the application be used?
3. What considerations will be made when there are differences in the gender, ethnicity or socioeconomic status of pairs, etc.?
4. Will mentors and mentees have the opportunity for self-selection? Why or why not?
5. Who from your team will be responsible for this activity?

Also consider the following points before making the final matches:

1. The mentor/mentee relationship serves the needs of the mentee before the mentor.
2. Be sensitive to apprehensions or anxieties of the mentee or mentor when considering a match.
3. Inform parents or guardians about mentor/mentee matches.
4. If the match does not work and if corrective measures do not resolve the problem, create a new match rather than harm the mentee or mentor.
5. The opportunity for a mentee or mentor to be considered for the PALS program is open to all students regardless of socioeconomic level, race, color, sex, religion, physical status or national origin.



Activity 5.3

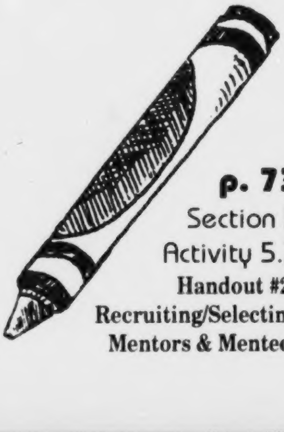
HANDOUT #21

What Steps Should be Taken if a Match is Not Working?

If the relationship between the mentor and mentee is not working, the team may provide assistance while allowing the mentor and mentee to work the problem out in their own way first. The team must not take sides, blame either party or allow a bad relationship to continue. Consider the following strategies when trying to assist in understanding the problem:

1. Talk with the mentor and/or mentee separately.
2. Bring the mentor and mentee together for a mediated discussion.
3. Introduce the problem to a group of the mentors and try to find some possible solutions.
4. Introduce the problem to a group of the mentees and try to find some possible solutions.
5. If the relationship has no solution for recovery, assist the pair in sorting out what happened, what went wrong and to acceptance of those feelings. Help the pair feel good about themselves.
6. Help the mentor to remember the positive things and what he/she has learned about mentoring in preparing him/her for future mentoring.

What else can your team do to assist mentors and mentees in mending a relationship? Who will be responsible for this part of the PALS program?



Activity 5.3

HANDOUT #22

Making it Easy to Say Good-bye to Mentor/Mentee

1. Have mentors think how mentoring has affected their lives.
2. Help mentors learn how to tell their pal about needing to say good-bye.
3. Have mentors assure pals it is okay to feel sad but to look at what they have shared and learned about each other and themselves.
4. Make sure that goals or contracts have been completed.
5. Take a mentor/mentee group photo.
6. Organize an end-of-year awards ceremony, banquet or picnic.

List Other Ideas:

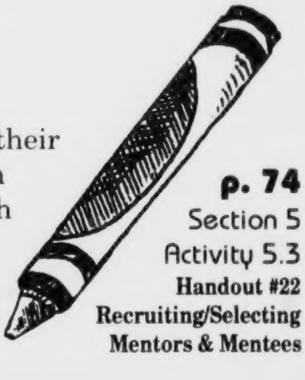
7.

8.

9.

10.

Note: By incorporating end-of-year activities, one can help pairs end their relationships on a positive note. Also, they may decide to stay in touch through the summer on their own. Fun and laughter help soften tough situations.



Activity 5.4

HANDOUT #23

Sample Letter to Parents #1

PALS

Partners in Active Learning Support

(Date)

Dear Parents:

The PALS program involves giving high school students a new role of responsibility—that of mentors. In addition, the program establishes a new relationship between the high school mentor and an elementary school student (mentee) who is being mentored. For the mentee, this is a special experience of having an older student listen to them and is similar to having a big brother or sister.

The selected high school mentors will begin mentoring on ________(date). They will mentor elementary students at ____________________ (site), from ________ to _______ (time), on __________________ (day or days). The mentors and mentees will be supervised at all times by the PALS Team Coordinator or other assigned team member. In addition, the mentors will be trained in the mentoring process by a PALS team member. In the training, the students will learn various aspects about mentoring as well as how to improve their self-management skills.

Due to the importance of beginning a new program, we will need to use some personal information from their files such as grades and any referrals made, etc. We will not be using any student names on the information gathered for reports; but we do need to know how the student is progressing in his or her studies. Please do not hesitate to contact one of us or ____________________ (program coordinator) at __________________ (phone), if you have any questions.

Sincerely,

____________________	____________________	____________________
(Elementary Principal or (High School Principal	Elementary Teacher Rep. Agriculture Teacher Rep.	Elementary Counselor Rep.) High School Counselor Rep.)

(Return This Section)

I give permission for my son/daughter to participate in PALS at ________________ (school's name). I also give permission for their personal file to be used to check the status of their academic progress during their PALS involvement. My son/daughter will participate as a mentor/mentee in PALS. I understand that mentors and mentees will be supervised at all times. In addition, I give permission for my child to be photographed and/or videotaped for news releases and other promotional activities for PALS.

Student's Name: ______________________________ Grade: ____________________

______________________________ ______________________________

Parent's Signature Date

Activity 5.4

HANDOUT #24

Sample Letter to Parents #2

PALS

Partners in Active Learning Support

Dear Parents:

Your child has been selected to participate in the ______________________ (school's name) FFA PALS program. This is a mentoring program involving selected FFA members (high school students) and selected elementary students. The program's goals are to help younger students have a more positive and productive school experience and to help them make more informed, responsible decisions. The high school students have received training in building self-esteem, communicating, listening and decision-making. They should be very positive role models for the elementary students.

The activities of the program will be many and varied. Most of them will take place at the elementary campus, but occasionally your child may accompany their mentor to an activity at the secondary campus. The county home extension agent will also host some activities for this program. All activities will be under the supervision of the agriscience teachers.

Only a few students could be chosen for this program and we hope you will allow your child to participate. Please sign the consent form below and return it in the enclosed envelope by __________ (date). If you have any questions, please call the agriscience teachers at ______________ (phone). If we do not receive the permission slip by the date indicated, another student will be chosen.

Sincerely,

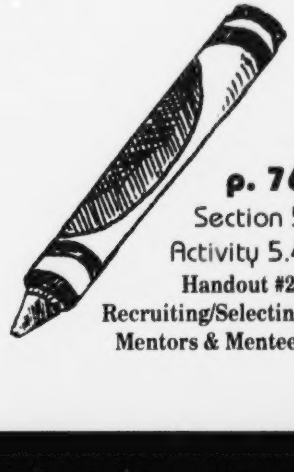
______________________	______________________	______________________
Principal	Teacher	Other

- -

(Return the section below.)

______________________ (child's name) has my permission to participate in the PALS program. I understand that he/she will be assigned a mentor who will offer support and encouragement this year.

______________________________	______________________
Parent's Signature	Date



PALS

SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

HANDOUTS

- Handout #25: Getting Graphic
- Handout #26: Community Characteristics
- Handout #27: Ideal Characteristics of a Family Involvement Program
- Handout #28: Community Support
- Handout #29: Fundraising
- Handout #30: Team Tasks and Responsibilities
- Handout #31: Brainstorming Activities
- Handout #32: Monthly Activities Calendar
- Handout #33 a-r: Mentor Manual
- Handout #34: Autobiography in Five Short Chapters

SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

Activity 6.1

HANDOUT #25

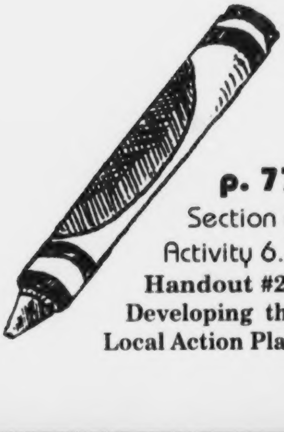
Getting Graphic

Objectives/Activities

Take a large sheet of paper and draw/design a picture of what your group/team envisions your PALS program to be.

Instead of words use graphic symbols, adhesive dots, construction paper, etc. Be as creative, imaginative or cryptic as you wish. Please don't explain your creation to your colleagues. Let others try to guess what it means.

You have ten minutes to complete your design. Materials for creating your masterpiece are available from the instructor.



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Handout #25
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Local Action Plan

Activity 6.2

HANDOUT #26

Community Characteristics

When assessing your community, look at the following characteristics:

- Demographics (age, gender, ethnicity, etc.)
- Geography
- Environment
- Any Other Community Characteristics

ISSUES	STRENGTHS	CHALLENGES

SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

Activity 6.3

HANDOUT #27

Ideal Characteristics of a Family Involvement Program

1. Administrators and staff have a positive and assertive attitude toward parent involvement.

2. Parents are perceived as a positive resource.

3. Outreach is constant, personal and culturally appropriate.

4. Events are held at times that are appropriate to the working and home situations of parents.

5. Child care is announced and provided when family attendance is needed.

6. Parents are involved in a variety of activities and are visible on campus in a variety of functions.

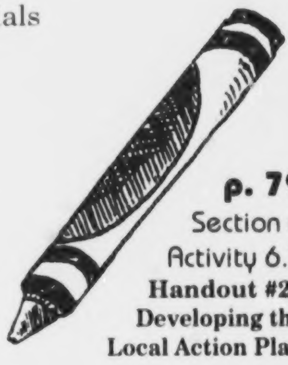
7. Schools and families work cooperatively in support of the students' education.

8. Parents have an acute mutual support network.

9. A lively parent leadership program exists that regularly generates new leadership.

10. Meetings are held for a broad variety of purposes, including to:

    a. hear what parents have to say
    b. inform parents of activities offered for their children
    c. listen to their perceptions about the school and the education of their children
    d. ask parents about topics in which they are interested to learn
    e. teach parents specific subjects they request
    f. explain school procedures, rules, and the rights of their children
    g. demonstrate teaching approaches, special programs and materials
    h. plan parent workshops and conferences
    i. review their children's progress
    j. establish a parent support network
    k. facilitate parent/teacher conferences
    l. have a "show and tell" about the various cultures represented
    m. have student performances, exhibits, programs, etc.
    n. plan and schedule parent volunteer activities



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Developing the
Local Action Plan

Activity 6.5

HANDOUT #28

Community Support

1. **Why?**
   - Need whole community to raise a child
   - Assist agencies whose goals are to improve the community
   - Other:
   - Other:

2. **In what capacity?**
   - Advisory council for PALS
   - Support through services or donations
   - Task force, to take on tasks such as:
     —developing support programs
     —obtaining resources (human or financial)
     —disseminating information
     —marketing PALS
     —recognizing the PALS mentors' successes
   - Other:
   - Other:

3. **Who should be involved?**
   - social service agencies
   - businesses
   - government agencies
   - non-profit agencies
   - fraternities/sororities
   - civic groups
   - media
   - youth service agencies
   - religious institutions
   - educational organizations and institutions
   - medical groups
   - veteran organizations
   - retired/senior citizen groups
   - individuals

   NOTE: Next to the categories listed above please write names of groups, agencies, organizations or individuals in your community whom you can approach about PALS.

4. **When should they take part in PALS?**
   - from the beginning (important that everyone "buys into" the program)
   - when they have something to give to PALS
   - when they are willing to give to PALS (be it services, in-kind items, money, etc.)
   - Other:
   - Other:

5. **How do we get key organizations/individuals to support PALS?**
   - invite them to PALS functions and all programs
   - set up appointments/visits to explain PALS and how they can help
   - find a community coordinator who has local connections and time
   - recognize and advertise their support/contributions to the community
   - Other:
   - Other:

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Developing the
Local Action Plan

Activity 6.5

HANDOUT #29

Fundraising

The following questions will assist you in understanding the kinds of resources you may need for your PALS program.

1. **What kinds of services/support do we need for PALS? (financial, human, marketing, in-kind services, materials for projects, etc.)**

2. **How important is receiving these services/support to the success of PALS?**

3. **What can we get from whom? (refer to Handout #26 as a guide)**

Recommendations:
When selling/marketing your program, make sure you build it up, take brochures, articles, newsletters—anything you have which describes your program and the capacity it has to make a positive difference in the life of a child/children and the impact it can have on the community as a whole.

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SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

Activity 6.6

HANDOUT #30

Team Tasks and Responsibilities

TASK	WHO'S RESPONSIBLE?	COMPLETION DATE
Mentor Recruitment		
Mentor Selection		
Mentee Selection		
Development of Student Manual		
Mentor Training • What type and how many?		
Matching Mentors/Mentees		
Coordinating Calendars		
Between Schools		
Plan Activities/Projects		
Supervision of Mentors/Mentees		
Family Involvement		
Community Resources: • financial • support services • transportation • etc.		
Public Relations • parents • community • school • media		
National Reports/Forms		
Other Tasks:		

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SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

Activity 6.6

HANDOUT #31

Brainstorming Activities

In your school team, brainstorm activities on how you can involve PALS participants, families and the community in activities/projects for PALS. Stress the importance of culture within the community when possible.

1. What activities could PALS participants help plan?

2. In what activities could the families be involved? In what capacity?

3. In what activities could the community be involved? In what capacity?

4. How do we include activities in which the culture of the community is a part and the importance of culture is featured?

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Developing the
Local Action Plan

Activity 6.6

HANDOUT #32

PALS Monthly Activities Calendar

MONTH ____________________

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

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Local Action Plan

Activity 6.7

HANDOUT #33a

PALS

Partners in Active Learning Support
The National FFA Mentoring Program

PALS

Partners in Active Learning Support

________________ **FFA Chapter Mentor Manual**

Spring 1994
A Project of the
National FFA Organization
Teacher Services Team

Activity 6.7

HANDOUT #33b

PALS Mentor Manual

The _________________ FFA Chapter wishes to acknowledge and thank the following individuals for their help, support, hard work and commitment to the PALS program.

PALS Local Team Members

Agriculture Teacher:

High School Guidance Counselor:

High School Principal:

Elementary Teacher:

Elementary Guidance Counselor:

Elementary School Principal:

Superintendent:

Program Coordinator:

Special thanks to all the mentors participating in PALS, because without the mentors there would be no program.

These training materials were made possible by a grant from the W.K. Kellogg Foundation as a special project of the National FFA Foundation, Inc.

Activity 6.7

HANDOUT #33c

PALS Mentor Manual

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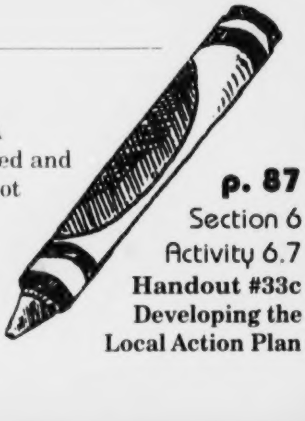
The materials in this guide were compiled, designed and adapted by the National FFA Organization's PALS Trainers. The original training materials were compiled, developed and adapted by the Intercultural Development Research Association. Training materials not specifically adapted or developed by the action force or trainers are used by permission of the creator.



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Handout #33d

PALS

Partners in Active Learning Support

The National FFA Mentoring Program

The National FFA PALS Program Description

The National FFA PALS Mission Statement

PALS mission is to create positive relationships between high school agriculture students and high-risk elementary students resulting in increased self-esteem and better academic performance for both individuals.

The National FFA PALS Guiding Principles

1. Team Oriented
2. Committed to Diversity
3. Possess Unlimited Capacity for Growth
4. Honesty
5. Two-Way Open Communication
6. Promote the Sharing of Ideas
7. Encourage Risk-Taking
8. Dedicated to Empowering Kids

The National FFA PALS Overview

PALS is a mentoring program that matches high school agriculture students with elementary students to help them get excited about school, explore their interests in plants and animals, and develop their personal skills. Mentoring activities will center around building trust and developing positive self-esteem through sharing and working together in a one-to-one relationship at least once a week. The mentoring role is a major commitment for the high school student. The mentors are selected to help build the human resource potential of a young child as well as that of themselves. The mentors will receive training from high school and elementary counselors and agriculture teachers when they are not working with elementary students.

Activity 6.7

HANDOUT #33e

PALS Contact Sheet With Important Numbers

Name	Address	Phone #	Special Notes
Mentee			
Ag Teacher			
Elementary Teacher			
High School Counselor			
Elementary Counselor			
High School Principal			
Elementary Principal			
High School Assistant Principal			
Elementary Assistant Principal			
PALS Coordinator			
Police			
Fire			
Other			
Other			
Other			
Other			

Activity 6.7

HANDOUT #33f

PALS
Mentor Contract

As I have been selected to participate in PALS, I agree to the following:

Mentor Signature	Parent Signature
Agriculture Teacher Signature	Principal Signature
Counselor Signature	Other Signature

SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

Activity 6.7

HANDOUT #33g

Things to Remember When Working With Younger Children

- **Trust**
  - —the student is smart
  - —the student can learn
  - —you can teach
  - —by working together, both of you can succeed
- **Explain**
  - —say what is to be learned in simple words
  - —highlight key ideas to be remembered
  - —use memory hooks such as pictures, graphs, sounds, actions, etc.
- **Show**
  - —demonstrate the skill
  - —stress main points
  - —answer questions
  - —stress benefits of your way of doing things
- **Practice**
  - —have student try the skill
  - —coach the student, highlighting what was done well
  - —tell the student, in a positive way, where improvement is needed
- **Apply**
  - —student teaches you
  - —stress main points
  - —repeat and give feedback
- **Assess**
  - —student tells you what was easy, what was hard, and how it felt
  - —ask student to tell you how well he/she performed
  - —check back on all you did to teach, identify things you did well and items that need improving
- **Validate**
  - —review student's success, strengths and progress
  - —tell student about the positive personal qualities you've observed
  - —ask student to tell you about the positive personal qualities he/she observed in you
- **Plan**
  - —contract with the student for the next skill, lesson, or project to be learned or worked on

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HANDOUT #33h

Mentor Roles

A mentor is someone who:

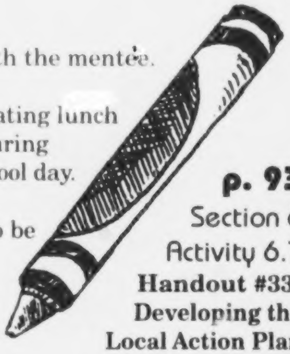
- acts like an older brother or sister
- generates respect and trust
- helps students expect success
- teaches by example and direction
- admits to making mistakes, facing difficult tasks and "not being perfect"
- provides a positive role model
- has something positive to contribute
- participates in activities designed to motivate students
- listens without judging
- does fun things
- tutors and helps to build good study habits
- helps students develop a desire to attend school
- helps students improve regular school attendance
- inspires others to set achievable goals
- other: ____________________
- other: ____________________
- other: ____________________
- other: ____________________
- other: ____________________
- other: ____________________
- other: ____________________
- other: ____________________

Activity 6.7

HANDOUT #33i

Mentor Responsibilities

- Be aware of the important impact culture, socioeconomic status, experiences, etc., have on how the mentee sees and processes information. Become comfortable with the fact that the mentee is different from you and may approach evaluating, perceiving, acting and behaving differently than you do.
- Be careful to respect the mentee's orientation and not to impose your values, assumptions, perceptions and biases on the mentee. Be aware of your own attitudes, beliefs and feelings and how these "filters" may bias your judgment.
- Help your mentee accomplish tasks but be careful not to hold preconceived limitations about what the mentee can or cannot do. Be sure that your helping style recognizes the limitations, but does not attempt to replace the mentee's personal efforts. Always remember that you are to **assist** not **do** the task.
- Acquire specific knowledge about the mentee with whom you work. If you find out they have major problems at home or at school, be careful not to ask too many questions about this uncomfortable situation. If you come up with a situation you do not feel comfortable handling, seek help or guidance from the counselor, teacher or principal. Take special precautions not to become too emotionally attached to your mentee. If a mentee makes a habit of bringing you gifts or giving you personal or private notes, try to discourage this habit. Never respond back with a written note.
- Help your mentee make assessments about behavior, thoughts and actions as they try new activities. Help them see the benefit of trying. Help the mentee take risks in trying new behaviors and give support when necessary.
- Be consistent with feedback. Be clear, concise and direct. The mentee should learn to respond to verbal rewards. It is best not to give the mentee gifts as it may become expected.
- Help the mentee by generating a variety of responses or alternatives to situations.
- Keep promises to your mentee, such as showing up at agreed time. Do not make promises you cannot keep.
- Plan activities with your teacher/advisor, cooperating elementary teachers, cooperating agency, other mentors and the mentees.
- Prepare for and complete the tasks you agree to do.
- Follow the rules of your school and of the elementary school while working with the mentee.
- Contact your mentee's teacher ahead of time and get permission if you will be eating lunch at the elementary school with your mentee, taking them for a special activity during lunch time, or meeting with your mentee at any other special time during the school day.
- Let your agriculture teacher and the mentee's teacher know if you are going to be absent or cannot do the task you agreed to do. Make arrangements to do it another time.



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HANDOUT #33j

Mentor Roles and Responsibilities

Review your roles and responsibilities often and remember these four things each time you meet with your mentee:

1. Be excited and friendly each time you meet.
2. Ask how the child feels that day and what has happened at school, home, or in their other activities since you last saw him/her.
3. Share your feelings and things going on in your life.
4. Remember you are a role model. Mind your manners, do not chew gum or eat candy in front of them. Watch your use of slang words and always try to use good grammar. Please remove your caps/hats when you are in a building.
5. Other: ______________________________

Activity 6.7

HANDOUT #33k

Mentor Tasks and Responsibilities

TASKS	WHO'S RESPONSIBLE?	COMPLETION DATE

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SECTION 6: DEVELOPING THE LOCAL ACTION PLAN

Activity 6.7

HANDOUT #331

Team Tasks and Responsibilities

TASK	WHO'S RESPONSIBLE?	COMPLETION DATE
Mentor Recruitment		
Mentor Selection		
Mentee Selection		
Development of Student Manual		
Mentor Training • What type and how many?		
Matching Mentors/Mentees		
Coordinating Calendars		
Between Schools		
Plan Activities/Projects		
Supervision of Mentors/Mentees		
Family Involvement		
Community Resources: • financial • support services • transportation • etc.		
Public Relations • parents • community • school • media		
National Reports/Forms		
Other Tasks:		

Activity 6.7

HANDOUT #33m

PALS Hall Pass

Date: ______________________

Mentor: ____________________ Mentee: ______________________

Contact Time Began: __________ Contact Time Ended: ____________

Location of contact: ______________________________________

Signature of Office Approval: ______________________________

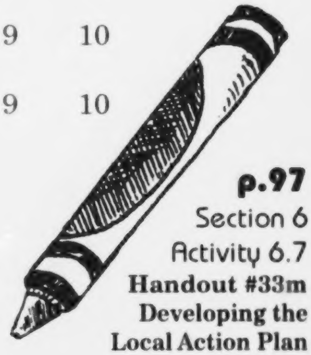
Signature of Elementary Teacher Approval: ___________________

Signature of Agriculture Teacher Approval: ___________________

Explain Activity: ____

Rating Scale: Circle the response that best describes your feelings today:

		depressed				**moderate**				**excited**
1. The relationship is	1	2	3	4	5	6	7	8	9	10
2. Mentor's mood is	1	2	3	4	5	6	7	8	9	10
3. Mentee's mood is	1	2	3	4	5	6	7	8	9	10



Activity 6.7

HANDOUT #33n

PALS Mentor Journal

Contact Time Began: ____________________ Date: ____________________

Mentor: ____________________ Mentee: ____________________

Location of Contact: ____

Supervisor of Activity: ____

Explain Activity: ____

____

What did you seek to get out of the experience? ____________________

____

What did you do to prepare for this activity? ____________________

____

How did you feel before the beginning of this activity? ____________________

____

How did you feel after this activity? ____________________

____

We discussed the following:

- ____ personal issues
- ____ tutoring only
- ____ family issues
- ____ substance abuse
- ____ school issues
- ____ PALS project
- ____ friendships
- ____ legal concerns
- ____ emotional issues
- ____ hobbies
- ____ relationships
- ____ actual concerns

Rating Scale: Circle the response that best describes your feelings today:

	depressed				**moderate**				**excited**	
1. The relationship is	1	2	3	4	5	6	7	8	9	10
2. Mentor's mood is	1	2	3	4	5	6	7	8	9	10
3. Mentee's mood is	1	2	3	4	5	6	7	8	9	10

Activity 6.7

HANDOUT #33o

PALS Volunteer Time Record

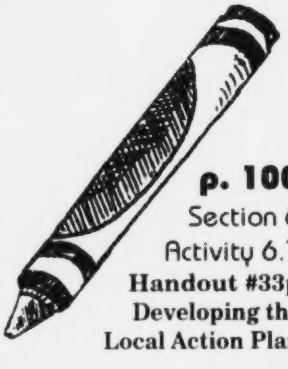
Date	Activity/Accomplishment	Time Spent Preparing	Time Spent w/ Mentee	Total Time

Activity 6.7

HANDOUT #33p

PALS Sample Activity/Project List

- Food For America activities
- Community development activities (as part of the National Chapter Awards program, formerly Building Our American Communities projects)
- Ag in the Classroom activities
- Attend and participate in county fairs
- Build bird feeders
- Make and fly kites
- Tutor
- Learn about computers
- Read to each other
- Attend a circus or go to a zoo
- Go to a farm and help with the animals
- Recreational activities
- Picnics/Cookouts
- Discuss different topics of interest
- Seasonal/holiday activities or projects
- Parent dinner with school board and others who are important to the program
- Learn to care for pets
- Learn about landscaping
- Learn to grow plants in gardens or greenhouses
- FFA Olympics with PALS
- Relate agriculture activities/projects to science and math
- Make PALS T-shirts
- Science projects
- Community clean-up
- Plant trees at nursing homes
- Nature walk, community tours, field trips
- Make games for all classes
- Build playground equipment
- Have an awards banquet to recognize PALS
- Other: ______________________________
- Other: ______________________________
- Other: ______________________________
- Other: ______________________________
- Other: ______________________________
- Other: ______________________________
- Other: ______________________________



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HANDOUT #33q

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PALS Monthly Activities Calendar

MONTH ____________

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Activity 6.7

HANDOUT #33r

PALS Mentor Training Activities Outline

Here is an outline of the *PALS Mentor Training Activity Booklet*. It can be used to train mentors in many areas of communication and problem-solving.

I. Mentoring Relationships

II. Comprehending Diversity

III. Contemporary Issues

IV. Readings

V. Additional Resources

Activity 6.7

HANDOUT #34

Autobiography in Five Short Chapters

I

I walk down the street.
There is a deep hole in the sidewalk.
I fall in.
I am lost...I am helpless, it isn't my fault.
It takes forever to find a way out.

II

I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in, again.
I can't believe I'm in the same place.
But, it isn't my fault.
It still takes a long time to get out.

III

I walk down the same street.
There is a deep hole in the sidewalk.
I see it is there.
I still fall in...it's a habit ...but, my eyes are open.
I know where I am...it is my fault.
I get out immediately.

IV

I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.

V

I walk down another street.

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- Handout #35: Preparing for Interviews: Mentors and Team Members
- Handout #36: Preparing for Interviews with Mentees
- Handout #37: Planning for Public Relations and Resource Acquisition
- Handout #38: Developing a Press Release
- Handout #39a: Sample Press Release
- Handout #39b: Sample Press Release continued
- Handout #40a: Haskell, Texas, PALS Newsletter
- Handout #40b: Haskell, Texas, PALS Newsletter
- Handout #41a: Sample PALS Newspaper Article
- Handout #41b: Sample PALS Newspaper Articles
- Handout #41c: Sample PALS Newspaper Article
- Handout #42a: Marketing Your PALS Program
- Handout #42b: Marketing Your PALS Program continued
- Handout #42c: Marketing Your PALS Program continued
- Handout #42d: Marketing Your PALS Program continued
- Handout #43: The Starfish Flinger

Activity 7.1

HANDOUT #35

Preparing for Interviews: Mentors and Team Members

1. What is the PALS mentoring program?
2. How is the local program designed?
3. Why was a program such as PALS developed?
4. What is mentoring?
5. How were mentors selected at your high school?
6. What type of training have you had? Will you have any more training?
7. How will mentors be paired with younger children?
8. When will pals meet?
9. Will all of the activities be done during the same time each week?
10. Why did you want to become part of PALS?
11. Why did you apply for the program?
12. What do you hope to gain from being involved in this program?
13. Do you have something else you would like to say about PALS?

Activity 7.1

HANDOUT #36

Preparing for Interviews With Mentees

1. If your pal asks who your parents are, think about how you want to give them this information. If you live with someone other than your parents, give them their relationship and name.

2. Think through everything you have done in FFA, such as:
   - offices you have held
   - leadership teams
   - judging teams
   - livestock shows
   - other activities

3. If your pal asks you how long you have been involved in FFA and this is your first year, say one year. If this is your first year and your pal asks what project(s) you are involved in, say a leadership project and a recreation project. If you are an FFA member, think about the projects in which you are or have been involved. You can add a leadership project and a recreation project to your list if you would like.

4. Determine the most important school activities with which you have been involved so you can list them quickly and in their order of importance.

5. What other things are you involved in outside of school? List them below.

6. Think of a short answer to the following questions your pal might ask:
   a. Why did you want to become a mentor?

   b. Why did you apply to be involved in PALS?

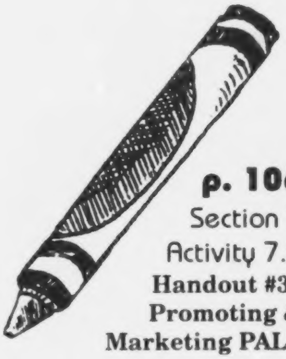
   c. What do you expect from PALS?

Activity 7.2

HANDOUT #37

Planning For Public Relations and Resource Acquisition

Media: • What media do you have in your community? • How can you use them?	Newspapers: Television Stations: Radio Stations:
Community: • What do you want your community to know about PALS? • Who will you tell, and how? • What resources will you seek and from whom?	Churches: Civic Organizations: Social Service Agencies: Others:
School/Staff: • What do you want them to know? • Who will tell them and how? • School board?	Teachers: Administrators: Support Personnel: Others:
PALS Parents: • After you have told them, how will you get them involved? Outreach Plan: • What services do parents need to provide?	Home Contacts: Meetings/Workshops: Student Presentations: Others:



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Promoting &
Marketing PALS

Activity 7.3

HANDOUT #38

Developing a Press Release

When developing a press release, keep in mind the people for whom it is written and the information you would want if you were in that group. When you want an event to be covered by the media, send the release at least two weeks prior to the event and invite them to participate. Send the release to the community affairs or news departments of newspapers, radio and television stations. Be sure to include the following information:

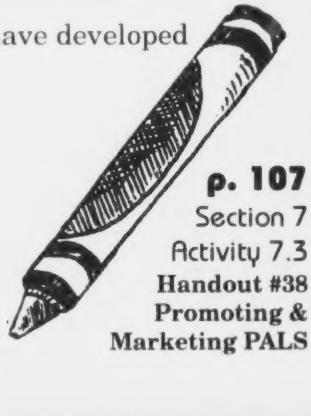
- Type of event: date, time and location
- Purpose: why you're holding it
- Participants: who (include those who might entice the press to attend)
- Background: information on the organization and program
- Photo Opportunity: description of the visual opportunities for print and television media
- Contact: name and telephone number of a person to call for more information.

Guidelines for preparing press releases:

- Do not exceed two double-spaced pages.
- Be sure to include a contact person's name and telephone number.
- Describe the event or significant program benchmark.
- Include quotations from participants and VIPs involved with the program.

** Follow up with phone calls to media contacts with whom you have developed relationships.

Abstracted from "Partnerships for Success: A Mentoring Program Manual", a joint publication of the Enterprise Foundation and United Way of America.



Activity 7.3

HANDOUT #39a

Sample Press Release

FOR IMMEDIATE RELEASE
(DATE)

CONTACT: Teacher Services Team
Beverly Wilson
703-360-3600, ext. 228

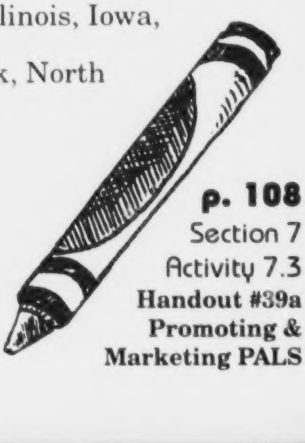
(School) Starts New Mentoring Program

ALEXANDRIA, Va.—The National FFA Organization has named ____________________ (school), in ____________________________________ (town), ____________________ (state), as a new location for its mentoring program. PALS (Partners in Active Learning Support) matches high school students with elementary students from high need environments. The program is made possible by a grant from the W.K. Kellogg Foundation as a special project of the National FFA Foundation, Inc.

PALS provides stability and guidance to elementary students who need a little bit of extra support. Local school district personnel identify those students who could benefit from such a program and each selected elementary student is matched with an appropriate high school agriculture student who will serve as their mentor. The mentors guide the elementary students through the year, increasing their chances for success in school and life. At the same time, the mentors develop their leadership and interpersonal communications skills.

____________________ (state) has been selected as one of the 16 PALS states for 1994. Those states participating in PALS include Arizona, Arkansas, Illinois, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Montana, New York, North Dakota, South Carolina, Texas, Washington, and Wisconsin.

(MORE)



Activity 7.3

Handout #39b

Sample Press Release continued

PALS
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Mentoring activities will center around building trust, developing self-esteem and sharing interests and activities. Young peoples' natural interests in animals and plants will serve as catalysts through which the educational component of the program will be delivered.

Dr. Larry Case, national FFA advisor, is enthused about the program. Case says, "The aim of FFA is to develop young people through agricultural education. That goal is attained when FFA members accept responsibility for helping to develop a child for the good of their individual communities and their society. The PALS experience builds maturity and self-worth in the older youth while providing an invaluable service to the younger child. We are very pleased to have the opportunity to implement a program that will make a positive difference in the lives of so many young people."

PALS is a direct outgrowth of the Strategic Plan for Agricultural Education. The mission of agricultural education is to provide a total, dynamic educational system which contributes to personal, academic and career development of the whole person through leadership, personal and interpersonal training.

FFA is a national organization of more than 420,000 members preparing for leadership and careers in the science, business and technology of agriculture. The organization has 7,500+ local chapters located throughout the United States, Puerto Rico, Guam and the Virgin Islands. FFA's mission is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Local, state and national activities and award programs provide opportunities for students to apply knowledge and skills learned in the classroom.

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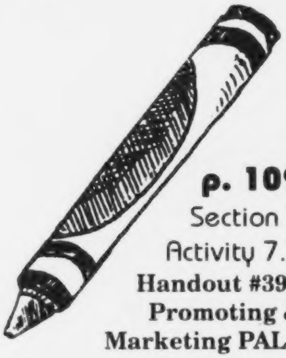
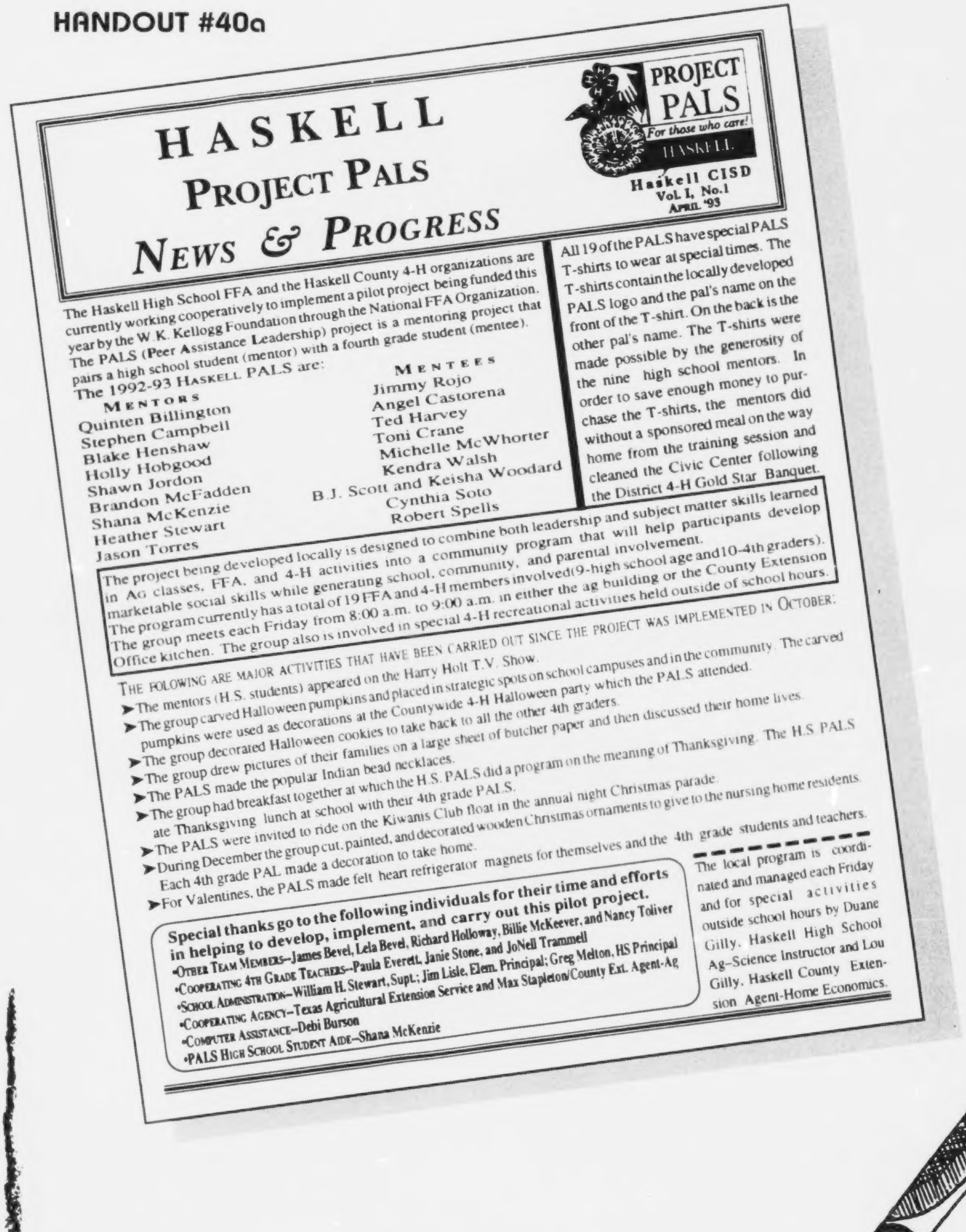


Activity 7.3

HANDOUT #40a



HASKELL PROJECT PALS NEWS & PROGRESS

PROJECT PALS
For those who care!
HASKELL

Haskell CISD
Vol. I, No.1
April '93

The Haskell High School FFA and the Haskell County 4-H organizations are currently working cooperatively to implement a pilot project being funded this year by the W.K. Kellogg Foundation through the National FFA Organization. The PALS (Peer Assistance Leadership) project is a mentoring project that pairs a high school student (mentor) with a fourth grade student (mentee).

The 1992-93 HASKELL PALS are:

MENTORS	MENTEES
Quinten Billington	Jimmy Rojo
Stephen Campbell	Angel Castorena
Blake Henshaw	Ted Harvey
Holly Hobgood	Toni Crane
Shawn Jordon	Michelle McWhorter
Brandon McFadden	Kendra Walsh
Shana McKenzie	B.J. Scott and Keisha Woodard
Heather Stewart	Cynthia Soto
Jason Torres	Robert Spells

All 19 of the PALS have special PALS T-shirts to wear at special times. The T-shirts contain the locally developed PALS logo and the pal's name on the front of the T-shirt. On the back is the other pal's name. The T-shirts were made possible by the generosity of the nine high school mentors. In order to save enough money to purchase the T-shirts, the mentors did without a sponsored meal on the way home from the training session and cleaned the Civic Center following the District 4-H Gold Star Banquet.

The project being developed locally is designed to combine both leadership and subject matter skills learned in Ag classes, FFA, and 4-H activities into a community program that will help participants develop marketable social skills while generating school, community, and parental involvement. The program currently has a total of 19 FFA and 4-H members involved(9-high school age and 10-4th graders). The group meets each Friday from 8:00 a.m. to 9:00 a.m. in either the ag building or the County Extension Office kitchen. The group also is involved in special 4-H recreational activities held outside of school hours.

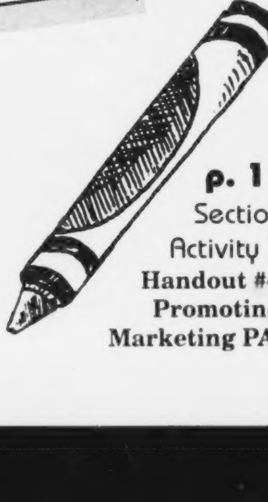
THE FOLOWING ARE MAJOR ACTIVITIES THAT HAVE BEEN CARRIED OUT SINCE THE PROJECT WAS IMPLEMENTED IN OCTOBER:

- ➤ The mentors (H.S. students) appeared on the Harry Holt T.V. Show.
- ➤ The group carved Halloween pumpkins and placed in strategic spots on school campuses and in the community. The carved pumpkins were used as decorations at the Countywide 4-H Halloween party which the PALS attended.
- ➤ The group decorated Halloween cookies to take back to all the other 4th graders.
- ➤ The group drew pictures of their families on a large sheet of butcher paper and then discussed their home lives.
- ➤ The PALS made the popular Indian bead necklaces.
- ➤ The group had breakfast together at which the H.S. PALS did a program on the meaning of Thanksgiving. The H.S PALS ate Thanksgiving lunch at school with their 4th grade PALS.
- ➤ The PALS were invited to ride on the Kiwanis Club float in the annual night Christmas parade.
- ➤ During December the group cut, painted, and decorated wooden Christmas ornaments to give to the nursing home residents. Each 4th grade PAL made a decoration to take home.
- ➤ For Valentines, the PALS made felt heart refrigerator magnets for themselves and the 4th grade students and teachers.

Special thanks go to the following individuals for their time and efforts in helping to develop, implement, and carry out this pilot project.

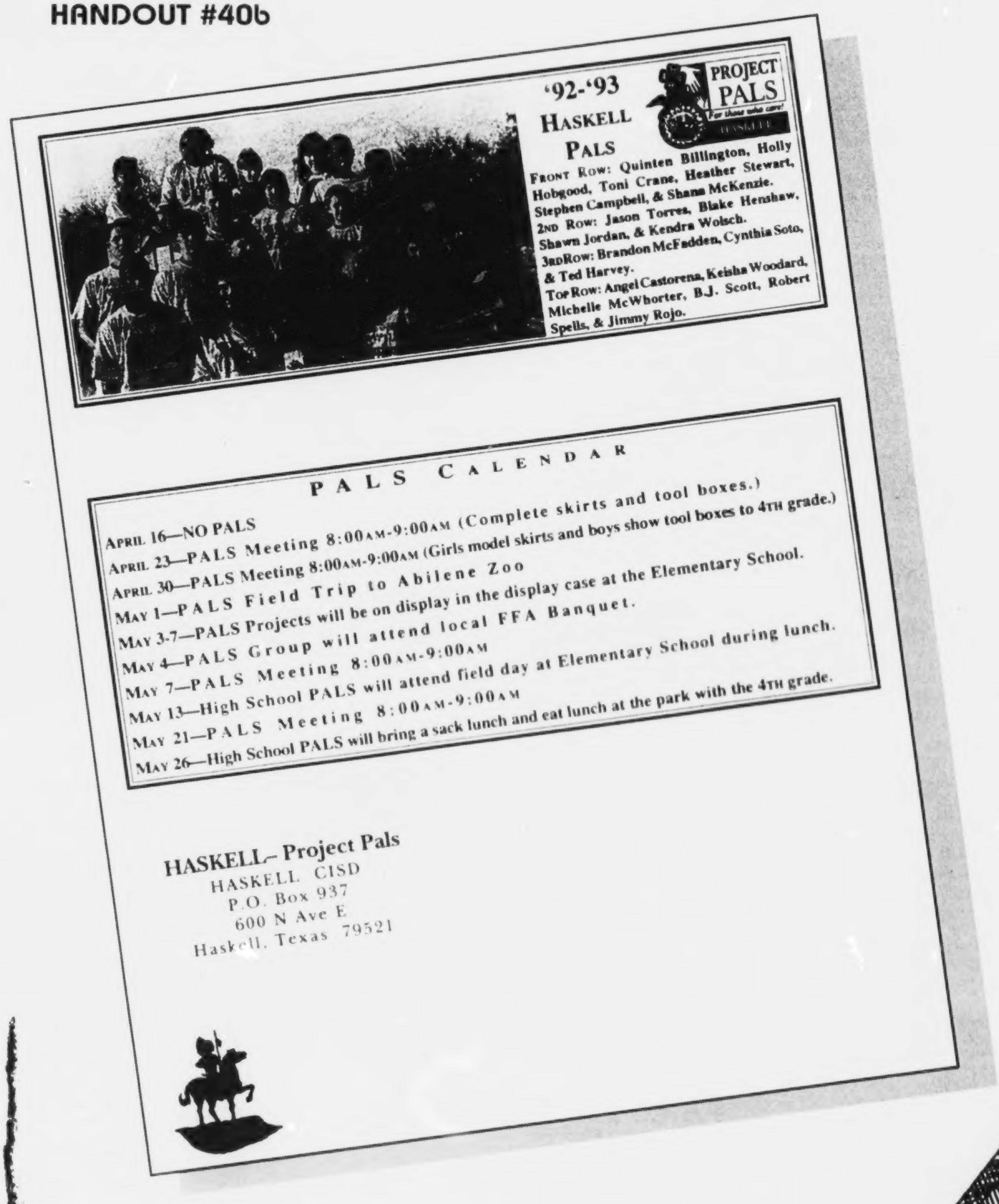
- •OTHER TEAM MEMBERS--James Bevel, Lela Bevel, Richard Holloway, Billie McKeever, and Nancy Toliver
- •COOPERATING 4TH GRADE TEACHERS--Paula Everett, Janie Stone, and JoNell Trammell
- •SCHOOL ADMINISTRATION--William H. Stewart, Supt.; Jim Lisle, Elem. Principal; Greg Melton, HS Principal
- •COOPERATING AGENCY--Texas Agricultural Extension Service and Max Stapleton/County Ext. Agent-Ag
- •COMPUTER ASSISTANCE--Debi Burson
- •PALS HIGH SCHOOL STUDENT AIDE--Shana McKenzie

The local program is coordinated and managed each Friday and for special activities outside school hours by Duane Gilly, Haskell High School Ag–Science Instructor and Lou Gilly, Haskell County Extension Agent-Home Economics.



Activity 7.3

HANDOUT #40b



'92-'93 HASKELL PALS

PROJECT PALS
For those who care!
HASKELL

FRONT ROW: Quinten Billington, Holly Hobgood, Toni Crane, Heather Stewart, Stephen Campbell, & Shana McKenzie. 2ND Row: Jason Torres, Blake Henshaw, Shawn Jordan, & Kendra Wolsch. 3RD Row: Brandon McFadden, Cynthia Soto, & Ted Harvey. TOP Row: Angel Castorena, Keisha Woodard, Michelle McWhorter, B.J. Scott, Robert Spells, & Jimmy Rojo.

PALS CALENDAR

APRIL 16—NO PALS
APRIL 23—PALS Meeting 8:00AM-9:00AM (Complete skirts and tool boxes.)
APRIL 30—PALS Meeting 8:00AM-9:00AM (Girls model skirts and boys show tool boxes to 4TH grade.)
MAY 1—PALS Field Trip to Abilene Zoo
MAY 3-7—PALS Projects will be on display in the display case at the Elementary School.
MAY 4—PALS Group will attend local FFA Banquet.
MAY 7—PALS Meeting 8:00AM-9:00AM
MAY 13—High School PALS will attend field day at Elementary School during lunch.
MAY 21—PALS Meeting 8:00AM-9:00AM
MAY 26—High School PALS will bring a sack lunch and eat lunch at the park with the 4TH grade.

HASKELL– Project Pals
HASKELL CISD
P.O. Box 937
600 N Ave E
Haskell, Texas 79521

Activity 7.3

HANDOUT #41a

PALS

Feature Oct. 16, 1992

FFA adds new program

By Cindy Henry

The secondary school now has two PALS groups. Not only is there the original group, organized last year, but also an FFA group.

The purpose for both groups is the same, only the method of funding is different. This year the funding for the FFA chapter is through the National FFA Foundation.

The National FFA Foundation also provides training and materials to assist in building long-lasting student relationships.

"Both the mentor (high school student) and the mentee (elementary student) will grow from the experience," James Bevel, ag teacher, said.

Students attend a specific class for FFA PALS taught by Bevel and Duane Gilly, ag teacher.

Pam Thigpen, art and computer teacher, sponsors the original PALS class. "Both PALS groups are working together to bring the community together," Mrs. Thigpen said.

Once a week, during tutorials and first period, Gilly's and Bevel's ag classes will spend their time at the elementary school.

"We will help them with school work if they need it, but that is not our main objective. Our main objective is to be a positive role model and influence the children's attitudes," member Shana McKenzie said.

Nine of the FFA members will be paired with a student from the elementary school.

"We would like to build self-esteem and help our young kids make goals," Gilly said.

Haskell was one of ten schools in the state chosen to have an FFA PALS. Next year twenty schools will be chosen to join the PALS program.

Their first project will be to assist the original PALS with the red ribbon campaign, Texas' War on Drugs, Oct. 26-30.

Activity 7.3

Handout #41b

Page 8—Thursday, October 1, 1992—The HASKELL FREE PRESS

Students take part in PALS training

Nine Haskell CISD FFA and 4-H members participated in a PALS (Peer Assistance Leadership) training Sunday and Monday, held at the Lake Bridgeport Methodist Conference Center in Bridgeport.

Taking part were Quinton Billington, Stephen Campbell, Blake Henshaw, Holly Hobgood, Shawn Jordan, Brandon McFadden, Shana McKenzie, Heather Stewart and Jason Torres. They were accompanied by ag science teachers James Bevel and Duane Gilly.

Haskell CISD is one of 10 Texas schools selected this summer to implement a PALS pilot program. The Haskell FFA Chapter and the Haskell County 4-H organization will work jointly on the program which is designed to…

Feature *Nov. 6, 1992*

Cookies, pumpkins, park

FFA PALS busy with activities

This morning the FFA PALS took their mentees to city park.

The two groups usually get together on Friday.

"This is the first real conference they have had," Duane Gilly, co-sponsor, said.

The PALS have had two activity meetings with their elementary students, but today's get-together was more for talking.

"I enjoy being a PAL and getting to know my fourth grader. I hope to make a difference in her life and help her feel more confident about herself," senior Holly Hobgood said.

Last week the PALS and their mentees decorated pumpkin cookies for the fourth graders.

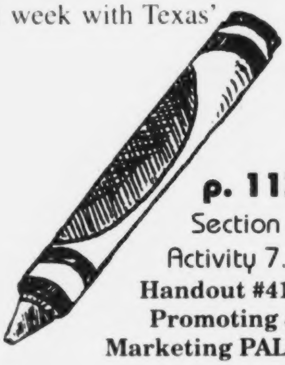
I thought it brought us closer together. We both had fun," junior Heather Stewart said.

The week before the PALS helped with pumpkin carving.

"I never knew carving pumpkins could be so hard, but it was worth it seeing my PAL have fun," junior Jason Torres explained.

The pumpkins were put in various offices and rooms throughout the school.

PALS also helped last week with Texas' War on Drugs Week.



Activity 7.3

HANDOUT #41c

Project Pals benefits students, supporters

BY ANNETTE WALLS
Newport Daily Independent

Tuckerman students will once again be participating in Project Pals, a program designed to provide stability, guidance and support to elementary students by matching them with secondary agriculture students to develop a mentor-mentee relationship.

In order to participate in the program, both the agriculture students and the elementary students must make application to a committee which decides who is most fit to participate in the program.

Once the participants are chosen, a party is held to allow them to mingle in an unrestricted manner. This casual mingling will later determine who will become pals because a natural pairing takes place.

Each week the pals meet to participate in an activity designed to build trust and support through sharing and working together in a one-to-one relationship.

Among the projects the participants took on in the past is the building of a wooden jungle gym on the elementary playground, building a wooden birdhouse, planting flowers and trees and participating in the Northeast Arkansas District Fair.

Over a period of time a strong bond forms between the pals. This bond allows the mentor to approach his pal with hopes to help him deal with problems which range from controlling anger to dealing with death and divorce.

It doesn't only allow the mentor to be influential; the mentee also has a great deal of influence on the behavior of the mentor.

In an interview with Project Pals participants junior Jamie Anderson and fifth grade pal Chris Eiler; junior Melina Hasket and fourth grade pal Travis Hagar; and senior Donnie Pretty and fourth grade pal Bobby Hubbard, all spoke of how they have helped each other.

"We all had a problem we had to deal with and it's nice to know that I was there to help Bobby (Hubbard)," Donnie Pretty said. "When I have my own kids, I'll have a better outlook on problems and how to deal with them."

The participants are not the only ones that see a change in the lives of the participants. Project Pals school coordinators Joe Wallis, secondary agriculture teacher, and Linda Wallis, second grade teacher, and Community Coordinator Betty Sapp all see a change in their lives. "I can see a change in both the young ones and the older ones," Sapp said. "The young ones are becoming better listeners and are maturing, while the older ones have become more patient and are falling into a teaching mode."

According to Linda Wallis, some of the students not only take on the role of teacher, but they also act as brothers, sisters and sometimes even parents.

The Tuckerman school was one of 20 schools nationwide chosen as a pilot school for the program in 1991.

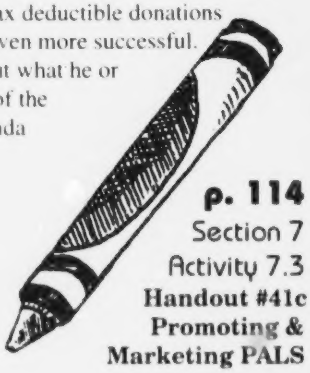
Project Pals was originally funded by a grant from the W.K. Kellogg Foundation in cooperation with the National Future Farmers of America Organization. However, funds are not given to finance individual projects.

One of the major goals of Project Pals is to provide for the development of the whole person through leadership, personal and interpersonal training.

It is believed that with an effort such as Project Pals, the community and surrounding communities can only become more prosperous.

Community volunteers and tax deductible donations are needed to make Project Pals even more successful.

Anyone who wants to find out what he or she can do to brighten the future of the community can contact Joe or Linda Wallis at 528-3002.



Activity 7.4

HANDOUT #42a

Marketing Your PALS Program

Keep the following in mind while planning the strategy for marketing your PALS program:

1st • Identify the benefits for your audience.
2nd • Earmark a budget.
3rd • Devise a month-by-month plan.

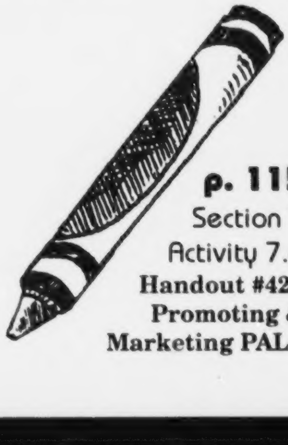
Develop clear objectives before doing community outreach and marketing efforts:

1st • Obtain support for the concept.
2nd • Obtain funding for the program.
3rd • Recruit volunteers for the program.

Develop an effective communications strategy which includes choosing your most important audiences and deciding on the best ways to communicate with them. Marketing PALS is an on-going process, follow these strategies for communications planning:

1. Establish the need for PALS to enhance support services.
    - Include community statistics/demographics to demonstrate need.
    - Tie your message into the organization's mission or history.
2. Describe program components and activities.
3. List benefits of PALS program for:
    - Program participants
    - School
    - Community
4. Include an example or case study of a mentoring success story.

**The communications strategy should include different forms of promotion. It is important to highlight specific benefits to each audience and to choose the forms of promotion that are practical and appropriate for reaching your different targeted groups.



Activity 7.4

HANDOUT #42b

Marketing Your PALS Program continued

The following are examples for communicating with specific audiences, the form and the benefits:

1. **Business Community**
    - Objective: Generate funding or other resources.
    - Forms of promotion:
        —Presentations to corporate volunteer councils
        —Information packet/brochure and letter to community affairs/public relations department (follow-up with a phone call)
    - Benefits of involvement:
        —Publicity as an active, positive business citizen
        —Highly motivated employees who are proud to work for an involved, caring business

2. **Local Media**
    - Objective: Position PALS as a new and exciting way of enhancing community support services.
    - Forms of promotion:
        —Send press releases and information packet to community affairs/public relations departments, news departments, columnists and producers of special features.
        —Position PALS as a newsworthy item. Prepare releases from a variety of perspectives, such as:
        - Unique collaboration among a variety of agencies
        - Human interest focus on mentor
        - Issue focus on ultimate goal of PALS; e.g., decreased school dropouts, prevention of substance abuse, career development, community enhancement, etc.
        - Mentoring relationship, the impact of a one-to-one relationship (can be tied into national service, "points of light," volunteerism angle).
        - Develop Public Service Announcements; work with television station to tie into theme of existing media, e.g., volunteer connection
    - Benefits of Involvement:
        —Less work for media to research news stories
        —Media positioned as concerned citizen and community partner

3. **Civic Organizations**
    - Objective: Generate in-kind support and volunteers.
    - Forms of promotion:
        —Presentations to members
        —Articles in their newsletters/magazines
        —Information packet/brochure and letter to community affairs/public relations departments (follow up with a phone call)

Activity 7.4

HANDOUT #42c

Marketing Your PALS Program continued

- Benefits of involvement:
  - —Increased opportunity for civic involvement
  - —Recognition of volunteer efforts of members

4. Government Agencies

- Objective: Generate in-kind support and services.
- Forms of promotion:
  - —Articles in their newsletters
  - —Presentations
  - —Information packet/brochures and posters to be placed in social service offices
- Benefits of involvement:
  - —Expanded network of service
  - —Opportunity to provide additional guidance for PALS
  - —New volunteer opportunities for agencies

5. Schools/Universities

- Objective: Generate in-kind support and services.
- Forms of promotion:
  - —Articles/feature stories in their newsletters and student newspapers
  - —Presentations to school boards, PTAs, university student associations and faculty
  - —Special events to bring mentors/students/parents together
- Benefits of involvement:
  - —Motivated, informed students
  - —Recognition as an active institution responsive to the needs of young people
  - —New volunteer opportunities

6. Health/Human Services Agencies

- Objective: Generate in-kind support and services.
- Forms of promotion
  - —Articles in their newsletters/publications
  - —Presentations
  - —Information packet/brochures and posters to be placed in social service offices
  - —Task force of service providers convenes to determine the impact of mentoring on the community
- Benefits of involvement:
  - —Expanded network of social services
  - —Opportunity to provide additional guidance for PALS
  - —Visibility and recognition highlighting cooperative efforts

Activity 7.4

HANDOUT #42d

Marketing Your PALS Program continued

7. Religious Groups

- Objective: Generate in-kind support and services.
- Forms of promotion:
  - —Informal networks of various denominations
  - —Presentations
  - —Bulletins and regional religious newspapers
- Benefits of involvement:
  - —Expanded outreach
  - —Recognition of efforts

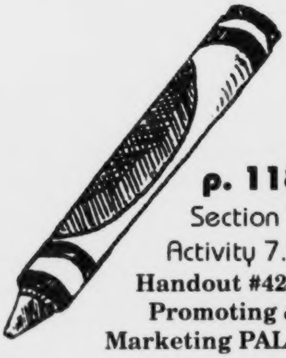
8. Community Foundations/Other Funding Sources

- Objective: Generate contributions and in-kind support.
- Forms of promotion:
  - —Formal proposal focusing on the interests and mission of the foundation
- Benefits of involvement:
  - —Visibility
  - —Tangible enhancement of their mission

Your marketing plan should be detailed but flexible. Take advantage of marketing opportunities. Your best opportunities come from individual success stories and positive program outcomes. Keep a file of success stories—the media love them. And, they're valuable for recruitment.

Plan to develop promotional materials to help achieve your goal. At a minimum you should probably have a brochure and a fact sheet.

Abstracted from *Partnerships for Success: A Mentoring Program Manual*, a joint publication of the Enterprise Foundation and United Way of America.



Activity 7.4

HANDOUT #43

The Starfish Flinger

As the old man walked the beach at dawn, he noticed a young man ahead picking up starfish and flinging them into the sea. Finally catching up with the youth, he asked the young man why he was doing this. The answer was that the stranded starfish would die if left until the morning sun.

"But the beach goes on for miles and there are millions of starfish," countered the old man. "How can your effort make any difference?"

The young man looked at the starfish in his hand and then threw it to safety in the waves.

"It makes a difference to that one," he said.

SECTION 8: RECOGNITION & CELEBRATION HANDOUTS

- Handout #44: Recognition and Celebration List
- Handout #45: Mentee Certificate
- Handout #46: Mentor Certificate
- Handout #47: Local Team Certificate
- Handout #48: PALS Training Evaluation Form

Activity 8.1

HANDOUT #44

Recognition and Celebration List

It is very important to recognize and celebrate the individuals who have contributed to the mentoring program. Some forms of celebration can show recognition. In addition to presenting certificates or other forms of appreciation, you may want to plan a celebration with food and fun. Don't forget to include parents, school officials and community supporters. It can be a great event that results in bringing the community together.

List the ways you can recognize and celebrate being part of PALS.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

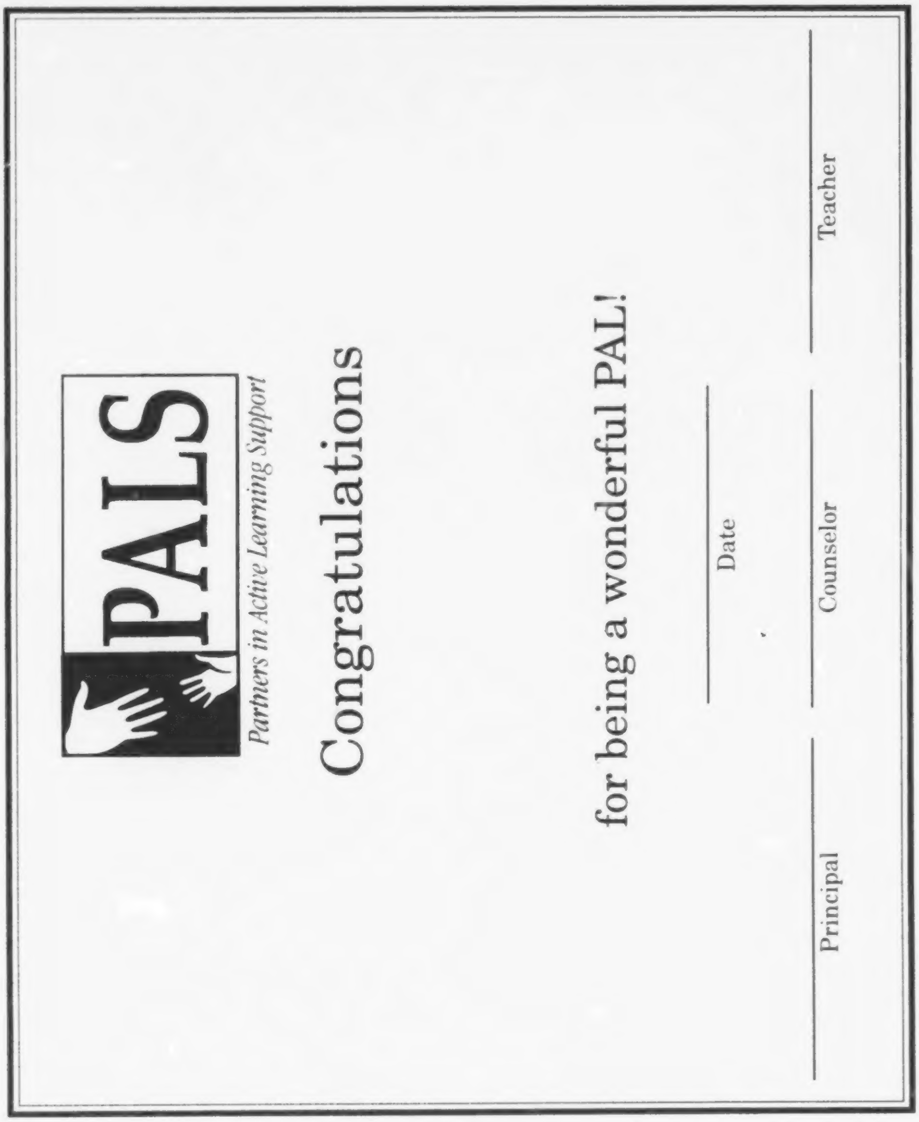
9. ______________________________

10. ______________________________

Activity 8.2

HANDOUT #45

Mentee Certificate



PALS

Partners in Active Learning Support

Congratulations

for being a wonderful PAL!

Date

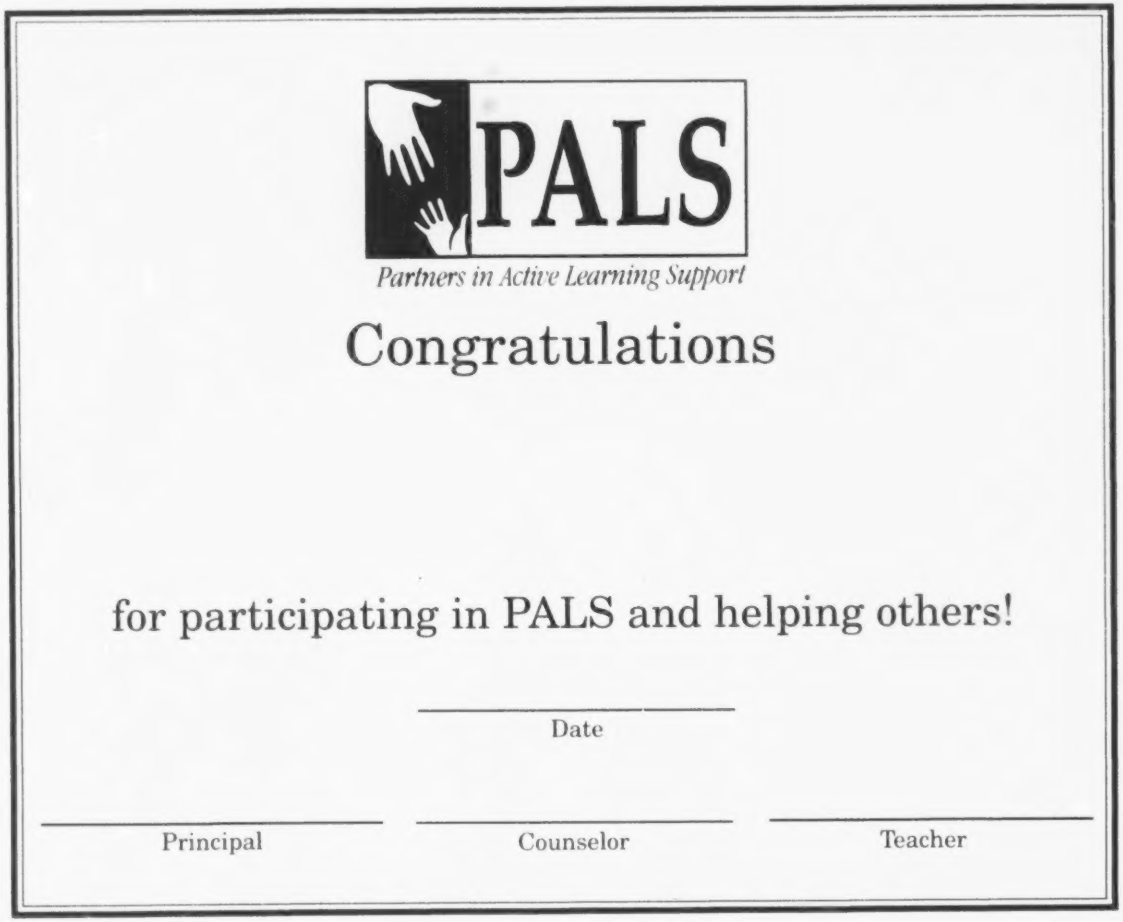
Principal

Counselor

Teacher

Activity 8.2
HANDOUT #46

Mentor Certificate



PALS

Partners in Active Learning Support

Congratulations

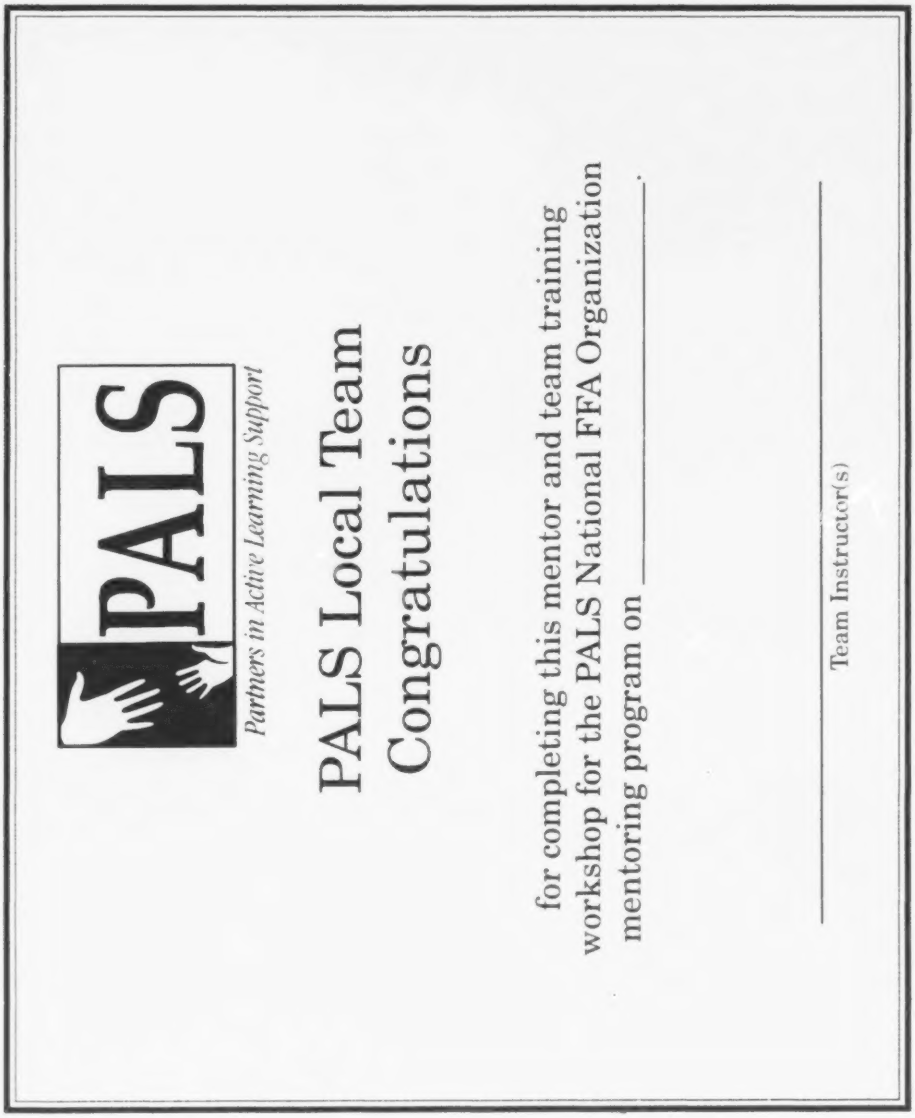
for participating in PALS and helping others!

____
Date

________________ ________________ ________________
Principal Counselor Teacher

Activity 8.2
HANDOUT #47

Local Team Certificate



PALS
Partners in Active Learning Support

PALS Local Team
Congratulations

for completing this mentor and team training workshop for the PALS National FFA Organization mentoring program on ______________.

____
Team Instructor(s)

SECTION 8: RECOGNITION & CELEBRATION

Activity 8.2
HANDOUT #48

PALS Training Evaluation Form

	high				low
1. I had a strong desire to attend this workshop.	5	4	3	2	1
2. I learned a great deal in this workshop.	5	4	3	2	1
3. The presenters had an effective method of presentation.	5	4	3	2	1
4. I would recommend these presenters to other participants.	5	4	3	2	1
5. The handouts were helpful.	5	4	3	2	1
6. The presenters fulfilled their mission statement.	5	4	3	2	1
7. The presenters fulfilled these key results:					
a. Written Plan in Hand	5	4	3	2	1
b. Knowledge to Implement	5	4	3	2	1
c. Idea and Resource Sharing	5	4	3	2	1
d. Team Member Roles	5	4	3	2	1
e. Ready to Market	5	4	3	2	1

8. What was the most useful part of this workshop? ______________________

____

9. What was the least useful part of this workshop? ______________________

____

10. Other comments or needs: ______________________________

____

APPENDIX B: TRANSPARENCIES

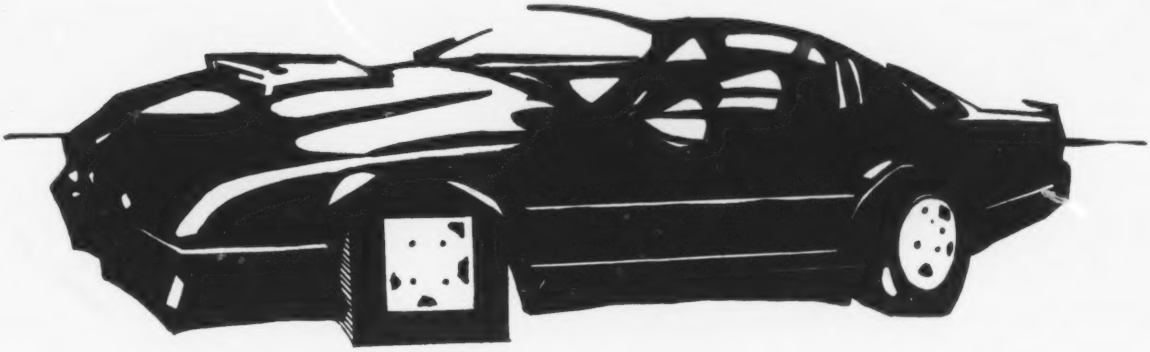
• Section 1	#1 – 10
• Section 2	#11 – 12
• Section 3	#13 – 17
• Section 4	#18 – 19
• Section 5	#20 – 21
• Section 6	#22 – 28
• Section 8	#29 – 31

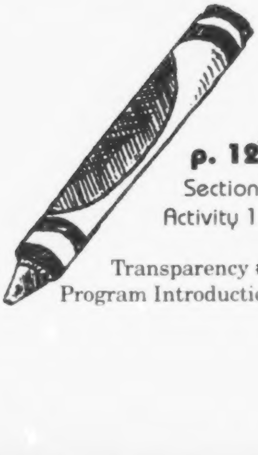
SECTION 1: PROGRAM INTRODUCTION TRANSPARENCIES

- Transparency #1: Life's Not Perfect
- Transparency #2: PALS Overview
- Transparency #3: PALS Training Mission Statement
- Transparency #4: Impossible Tasks
- Transparency #5: Plan-In-Hand Checklist
- Transparency #6: The Reward is Worth the Risk
- Transparency #7: Ground Rules
- Transparency #8: Training Objectives
- Transparency #9: PALS Mentoring Definition
- Transparency #10: Land Ho!

PALS

Life's Not Perfect



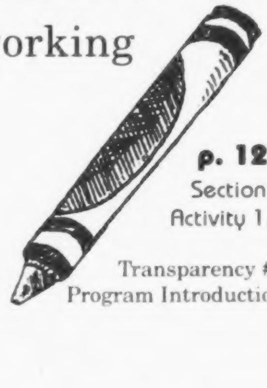


p. 125
Section 1
Activity 1.1

Transparency #1
Program Introduction

PALS
Overview

PALS is a mentoring program which matches high school agriculture students with elementary students to help them get excited about school, explore their interests in plants and animals, and develop their personal skills. Mentoring activities will center around building trust and developing positive self-esteem through sharing and working together in a one-to-one relationship at least once a week. The mentoring role is a major commitment on the part of the high school students. The mentors are selected to help build the human resource potential of a young child as well as that of themselves. The mentors will receive training from high school and elementary counselors and agriculture teachers when they are not working with elementary students.



p. 126
Section 1
Activity 1.3

Transparency #2
Program Introduction

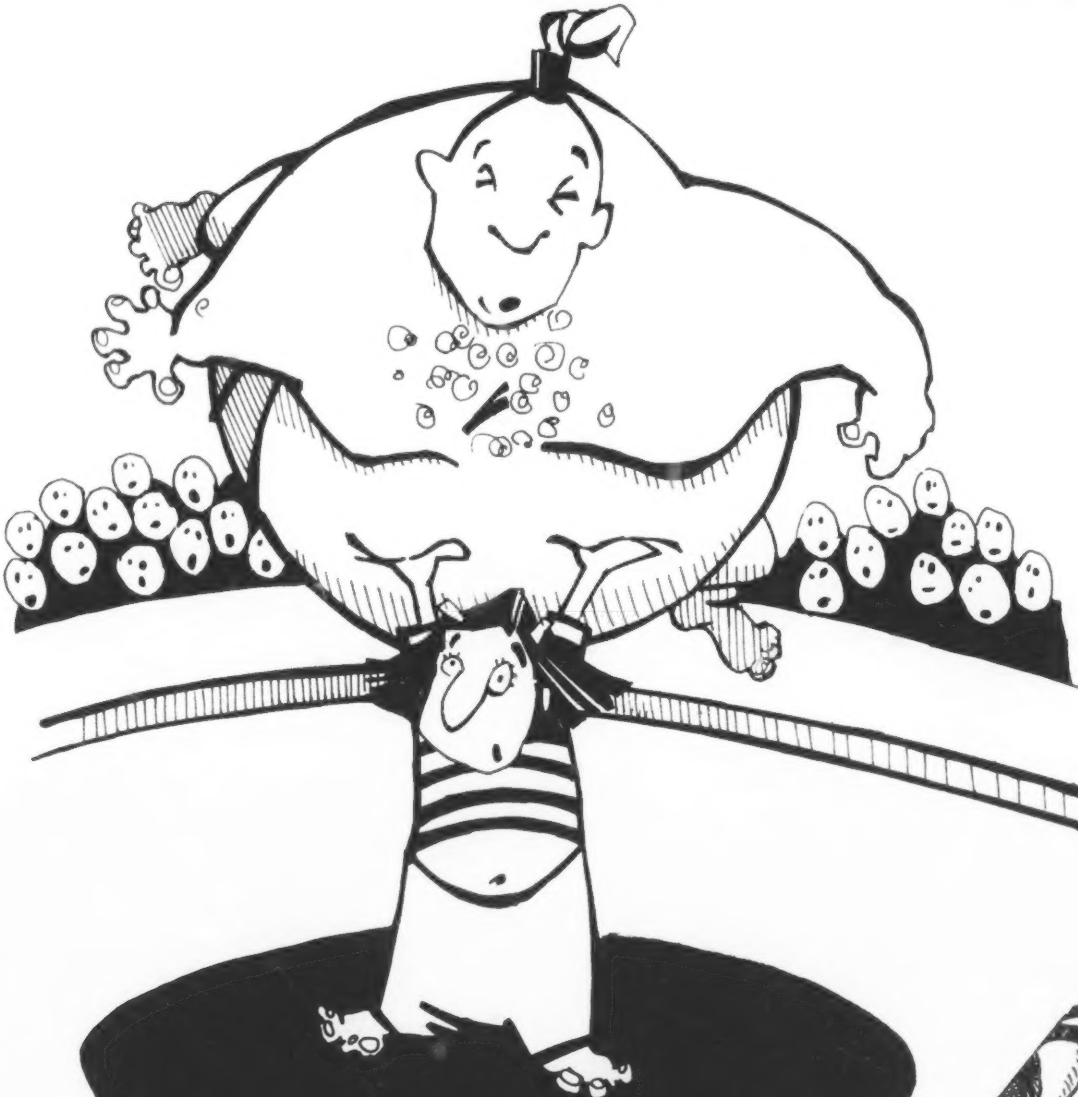
PALS Training
Mission Statement

PALS mission is to create positive relationships between high school agriculture students and high-risk elementary students resulting in increased self-esteem and better academic performance for both individuals. As instructors, it is our mission to enthusiastically share our PALS experiences, thereby motivating committed local teams to develop and effectively implement PALS programs in their communities.

p. 127
Section 1
Activity 1.4

Transparency #3
Program Introduction

Impossible Tasks



p. 128
Section 1
Activity 1.4

Transparency #4
Program Introduction

PALS
Plan-In-Hand
Checklist

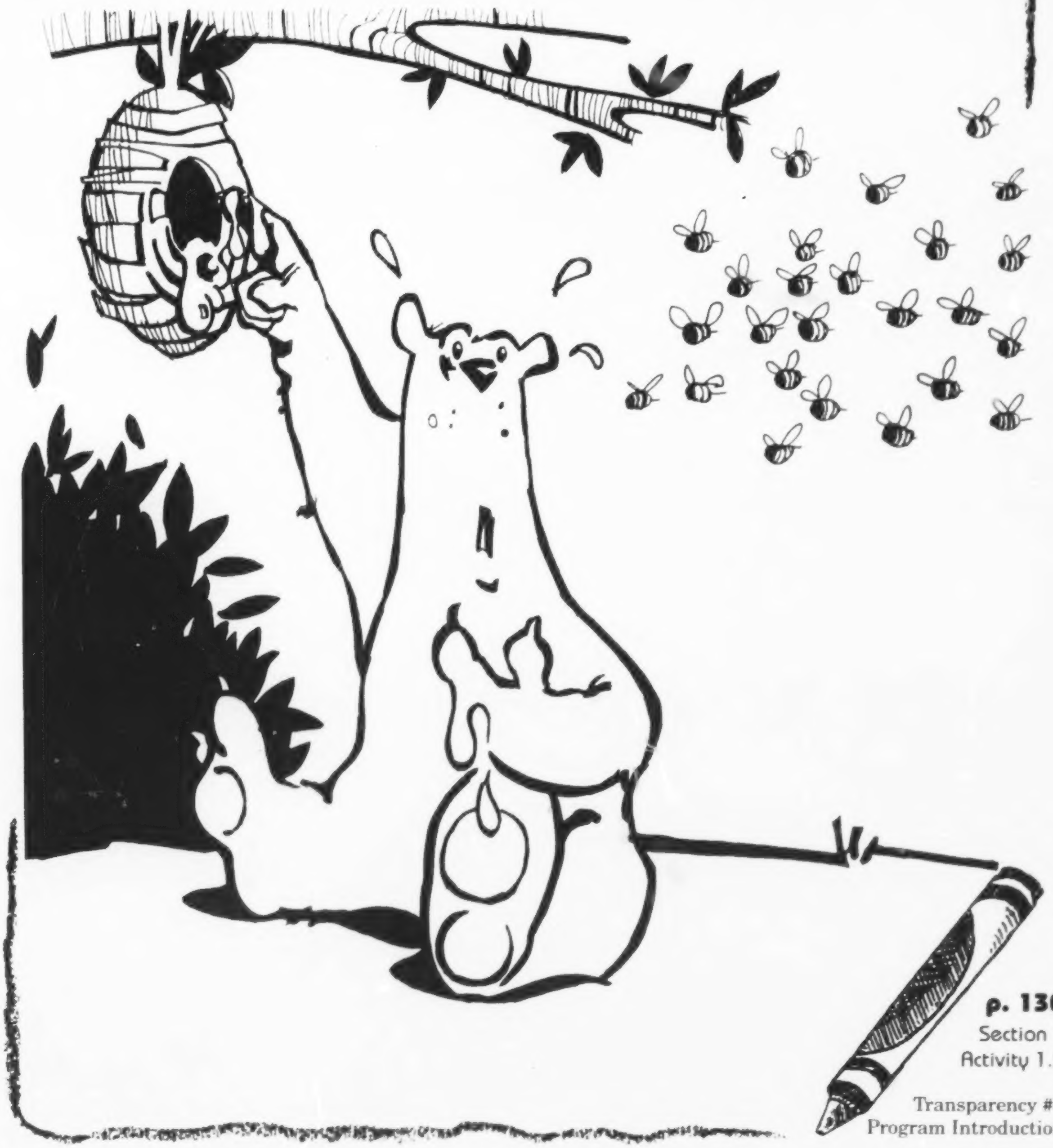
- Understanding Program Criteria
- Benefits and Roles of Mentoring
- Vision of a Mission
- Comprehending Cultural Diversity
- Recruiting and Selecting Mentors and Mentees
- Developing a Local Action Plan:
  - Issues/Strengths/Challenges
  - Family Involvement
  - Community Resources
  - Student Manual
  - Team Tasks
  - Activities
  - Calendar/Timeline
- Promoting and Marketing PALS
- Recognition and Celebration

p. 129
Section 1
Activity 1.5

Transparency #5
Program Introduction

PALS

The Reward is Worth the Risk



p. 130
Section 1
Activity 1.5

Transparency #6
Program Introduction

Ground Rules

- One person talks at a time
- No “yes, but…”
- Listen to learn
- Conflict without hostility is good
- Respect the agenda
- What is said here stays here
- Cut to the core of the issues
- Silence is okay
- Each member speaks only for herself or himself
- Full participation
- We agree on how we will make decisions
- When working as a team, all contributions are viewed as team contributions—we speak with one voice
- Other:

p. 131
Section 1
Activity 1.6

Transparency #7
Program Introduction

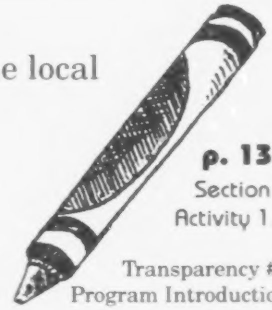
PALS

PALS
Partners in Active Learning Support

Training Objectives

The participants will:

1. Get to know each other and understand the PALS program concept and criteria.
2. Comprehend the benefits and roles of mentoring.
3. Develop a PALS mission statement for their local programs.
4. Increase awareness of cultural diversity issues which could affect their programs.
5. Develop strategies for recruiting and selecting mentors and mentees.
6. Develop their PALS program's local action plan.
7. Develop strategies for promoting and marketing their local PALS programs.
8. Learn how to recognize those who participate in the local PALS programs.



p. 132
Section 1
Activity 1.7

Transparency #8
Program Introduction

PALS

PALS
Mentoring Definition

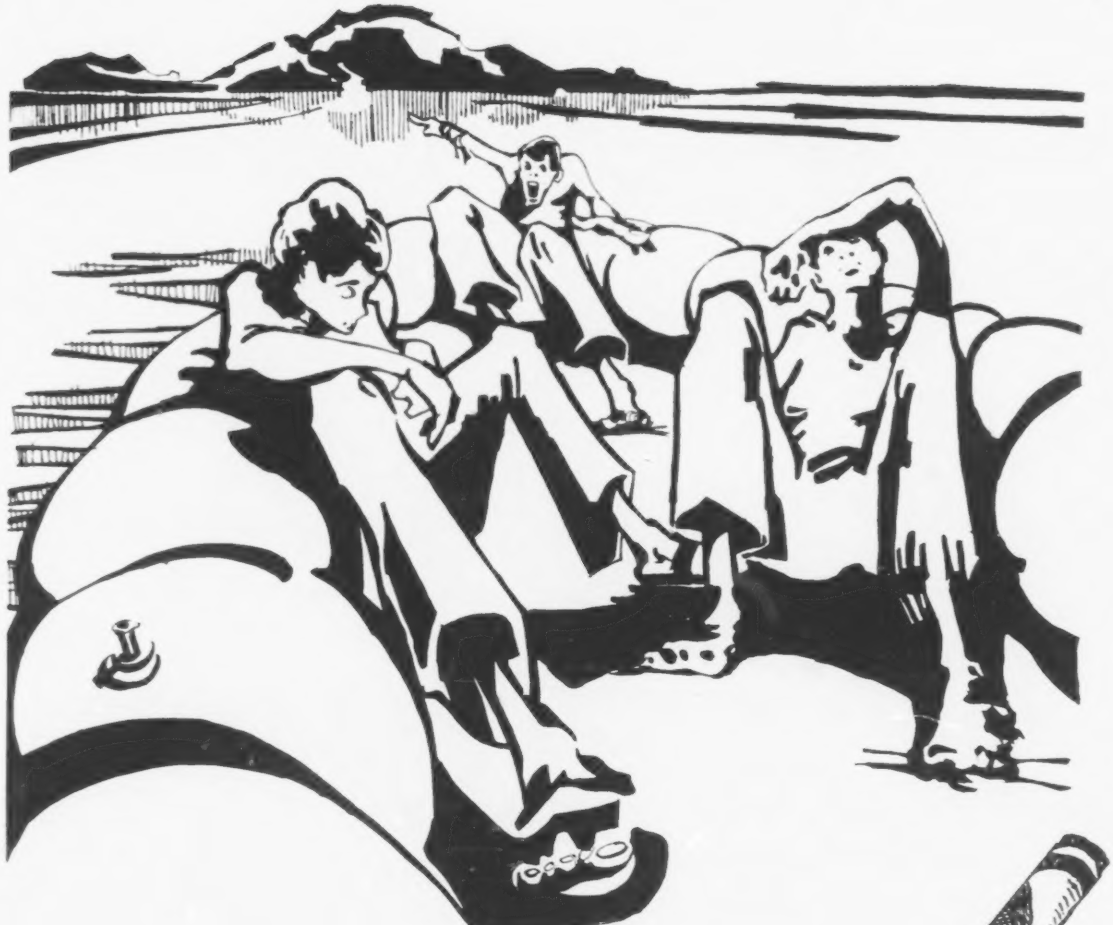
A sustained one-to-one relationship which promotes human development by regular, joint participation in structured activities.

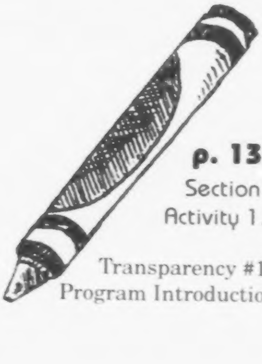
p. 133
Section 1
Activity 1.8

Transparency #9
Program Introduction

PALS

Land Ho!





p. 134
Section 1
Activity 1.8

Transparency #10
Program Introduction

SECTION 2: BENEFITS & ROLES OF MENTORING TRANSPARENCIES

- Transparency #11: Roles of Mentoring
- Transparency #12: Helping Others

Roles of Mentoring

A mentor is someone who:

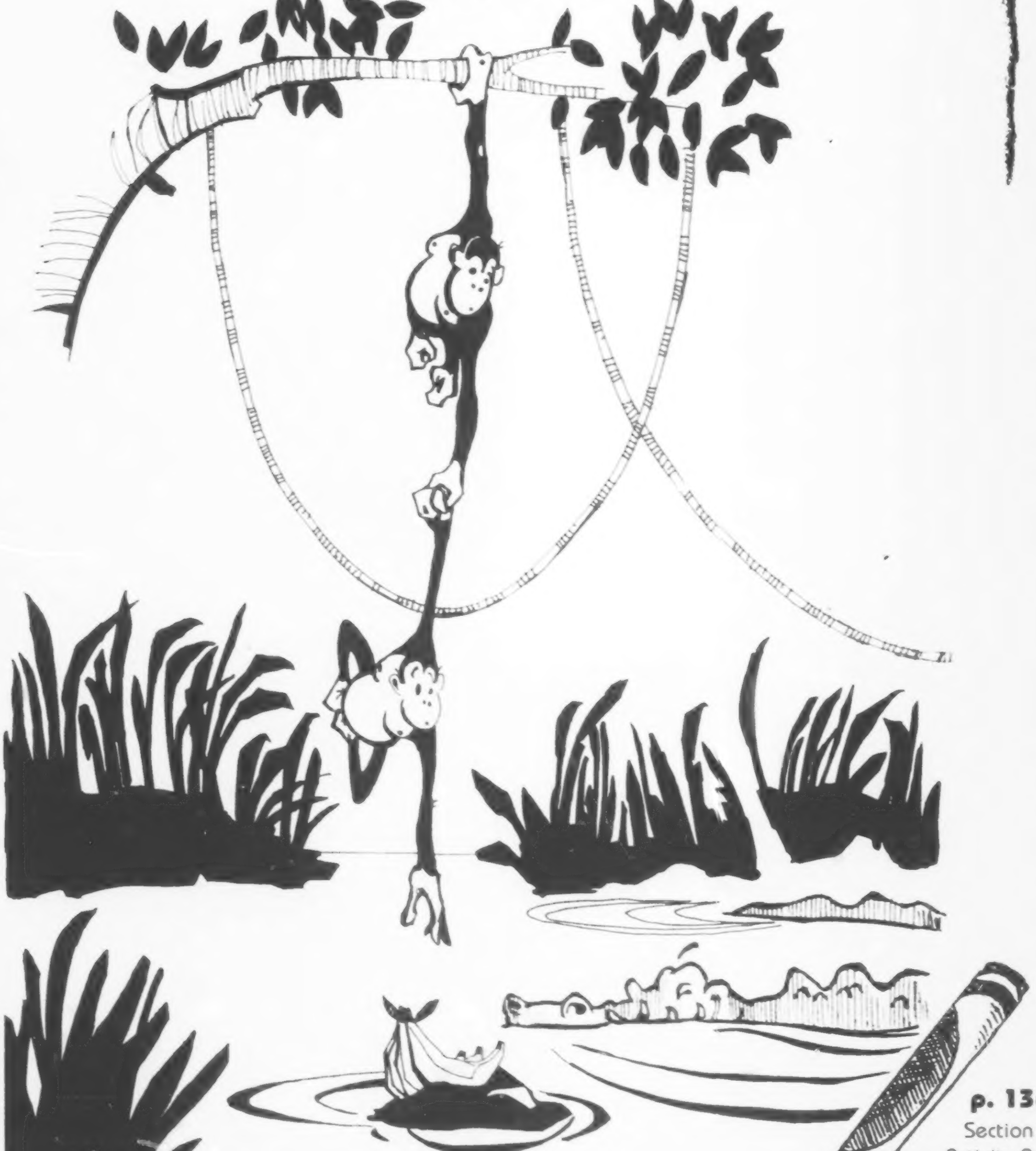
- generates respect and trust
- encourages students to expect success
- provides a positive role model
- makes positive contributions
- participates in activities designed to involve/motivate students
- listens without judging
- does positive fun things
- tutors and helps build good study habits
-
-
-
-

(Adapted from an Intercultural Development Research Association exercise, courtesy of the PALS Action Force.)

p. 135
Section 2
Activity 2.1
Transparency #11
Benefits & Roles
of Mentoring

PALS

Helping Others



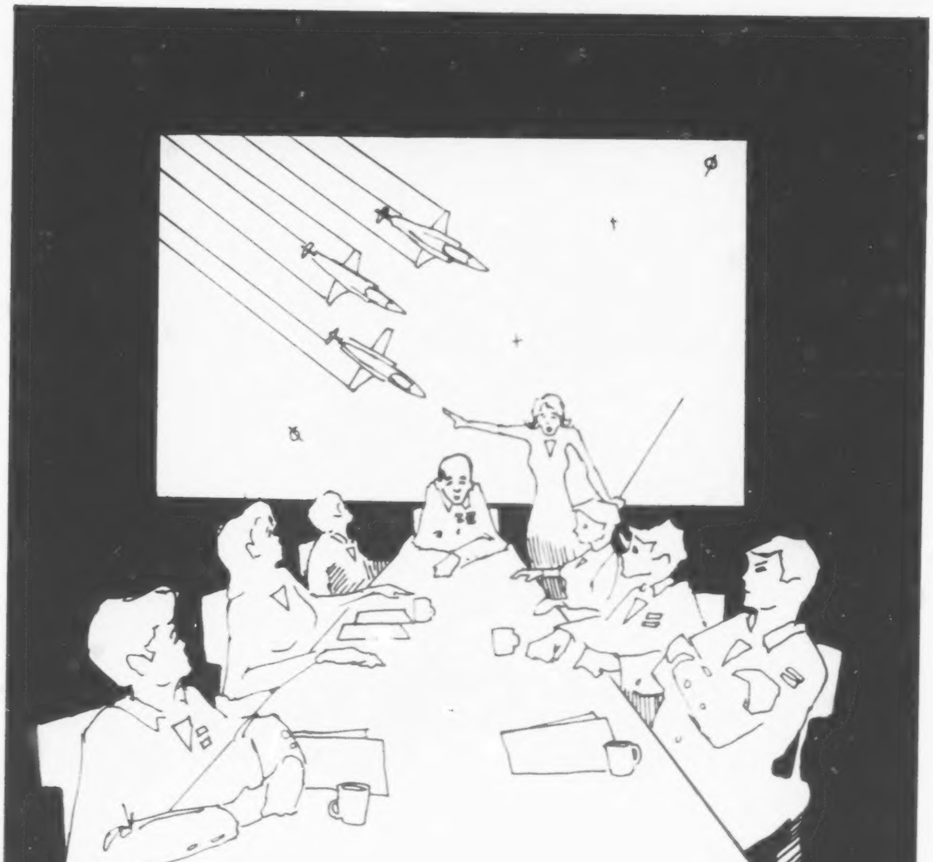
p. 136
Section 2
Activity 2.3
Transparency #12
Benefits & Roles
of Mentoring

SECTION 3: VISION OF A MISSION TRANSPARENCIES

- Transparency #13: Mission Possible
- Transparency #14: Personality
- Transparency #15: I Wonder Why?
- Transparency #16: So What, Who Cares…
- Transparency #17: Mission Statement

PALS

Mission Possible

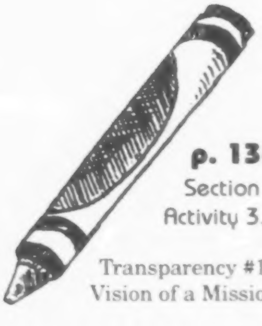


p. 137
Section 3
Activity 3.1

Transparency #13
Vision of a Mission

PERSONALITY

Our personality is affected by our ATTITUDE. An individual's personality can be defined as the unique mixture of physical and mental traits found within that person.



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Transparency #14
Vision of a Mission

I Wonder Why?

Answer the following questions on Post-it™ notes (only one answer per note):

1. **Why are you involved with PALS?**

2. **What will keep you in PALS?**

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Activity 3.2

Transparency #15
Vision of a Mission

PALS

So what, who cares

and

what are you going

to do about it?

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Transparency #16
Vision of a Mission

PALS

Mission Statement

The (Your School Name) PALS program will

____

____

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Transparency #17
Vision of a Mission

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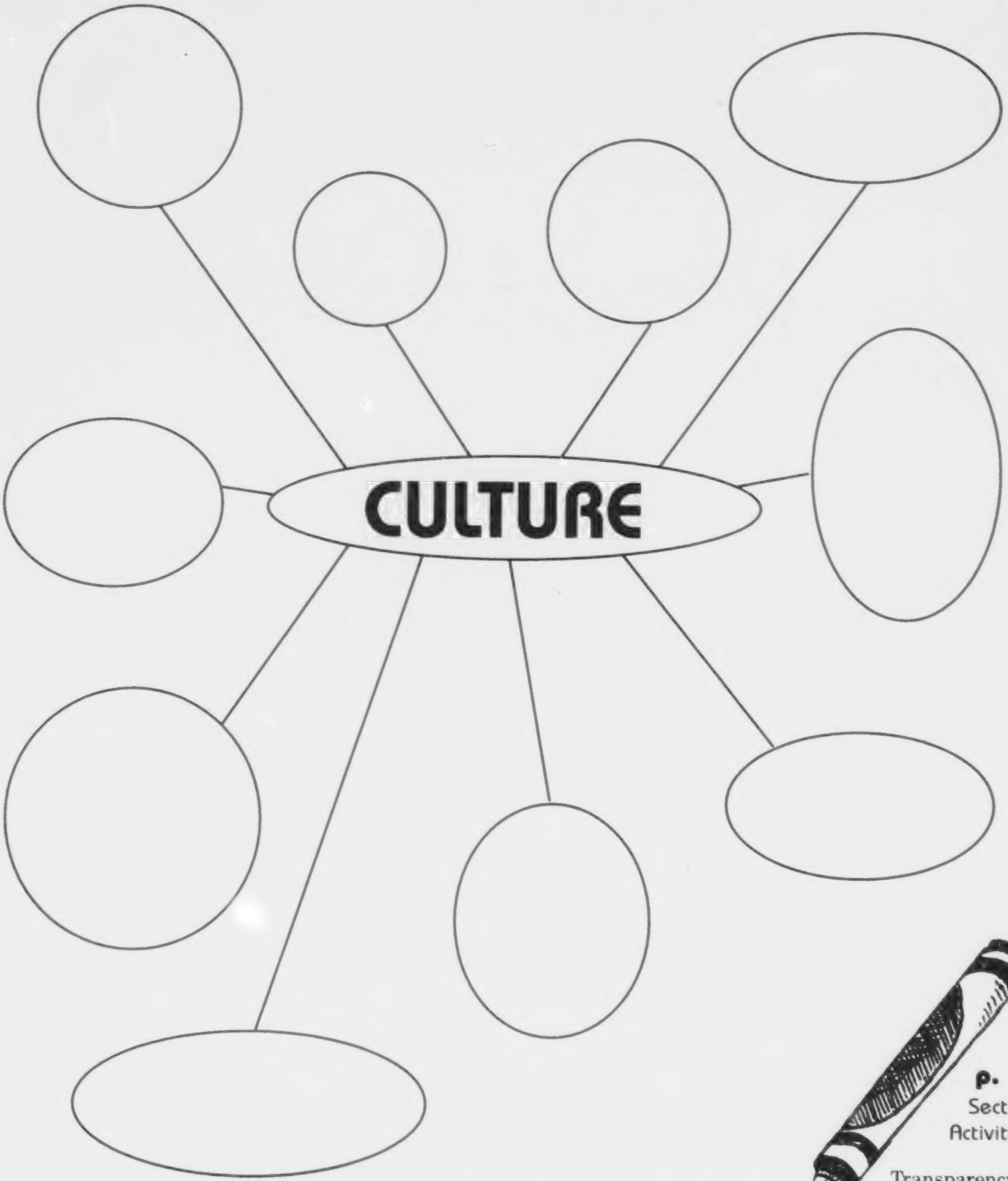
- Transparency #18: Cultural Mapping
- Transparency #19: Types of Culture

Cultural Mapping



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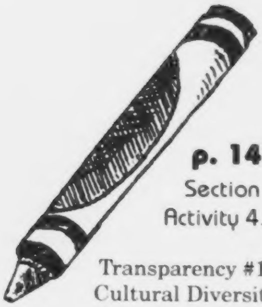
Transparency #18
Cultural Diversity

PALS

Types of Culture

1. Language/Communication
2. Humanistic
3. Historical
4. Deep
5. Formal
6. Situational



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- Transparency #20: Super PAL
- Transparency #21: Qualities of Successful Mentors

PALS

Super PAL!

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Section 5

Activity 5.1

Transparency #20

Recruiting & Selecting

Mentors & Mentees

Qualities of Successful Mentors

- **Personal commitment to being involved with another human being**

- **Respect for individuals**

- **Ability to listen and accept different points of view**

- **Ability to empathize with another person's struggle**

- **Ability to see solutions and opportunities as well as barriers**

- **Flexibility and openness**

- **Honesty, patience and trust**

Adapted from *Partnerships for Success: A Mentoring Program Manual*, a joint publication of The Enterprise Foundation and the United Way of America.

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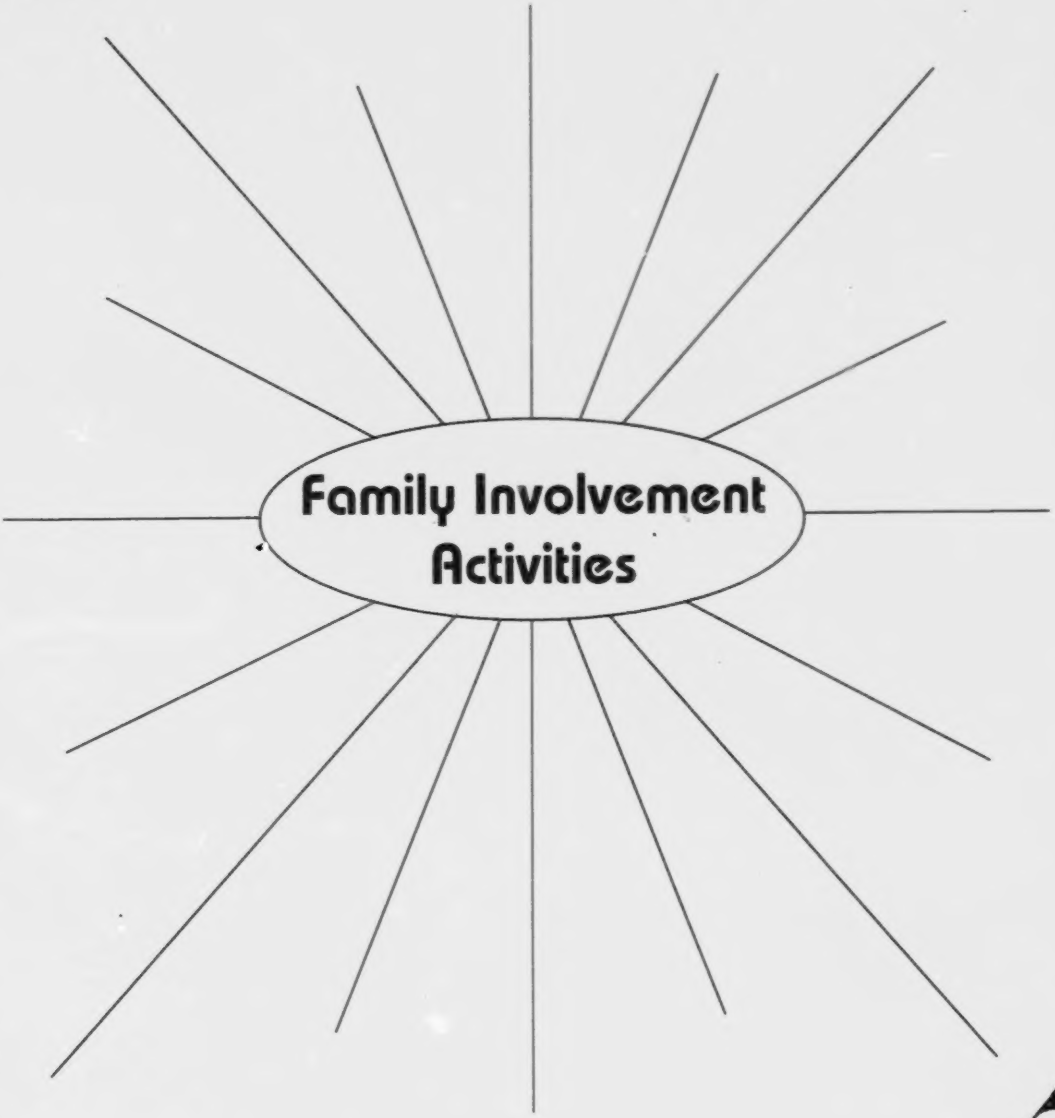
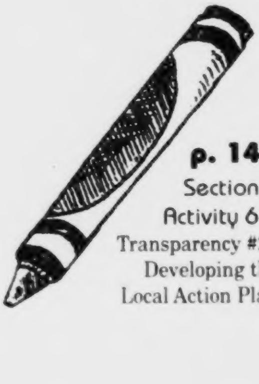
Activity 5.1
Transparency #21
Recruiting & Selecting
Mentors & Mentees

SECTION 6: DEVELOPING THE LOCAL ACTION PLAN TRANSPARENCIES

- Transparency #22: Family Involvement Activities
- Transparency #23: A Hundred Years
- Transparency #24: The Starfish Flinger
- Transparency #25: A Positive Attitude Is:
- Transparency #26: PALS Mentor Training Activities Booklet Table of Contents
- Transparency #27: No Breaking Confidentiality!
- Transparency #28: I Was Put on Earth...



Family Involvement Activities



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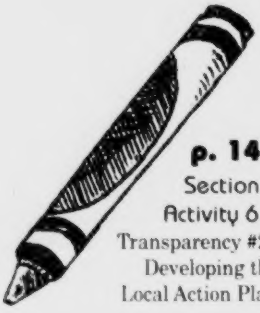
Transparency #22
Developing the
Local Action Plan

A Hundred Years

A hundred years from
now it will not matter
what my bank account was,
the sort of house
I lived in or how
spotless it was, or the kind
of car I drove.
But the world
may be
different because
I was important
in the life of
a child.



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Transparency #23
Developing the
Local Action Plan

The Starfish Flinger

As the old man walked the beach at dawn, he noticed a young man ahead picking up starfish and flinging them into the sea. Finally catching up with the youth, he asked the young man why he was doing this. The answer was that the stranded starfish would die if left until the morning sun.

"But the beach goes on for miles and there are millions of starfish," countered the old man. "How can your effort make any difference?"

The young man looked at the starfish in his hand and then threw it to safety in the waves.

"It makes a difference to that one," he said.

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Activity 6.4
Transparency #24
Developing the
Local Action Plan

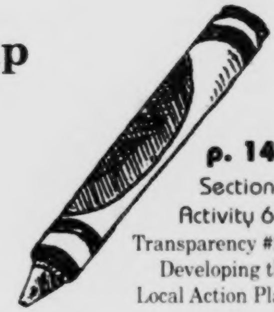
A Positive Attitude Is:

The outward manifestation of a mind that dwells primarily on favorable factors about the world around us.

It is an outlook on life that is tipped generally in favor of:

1. the positive rather than the negative
2. creative activity rather than boredom
3. joy over sadness
4. hope over futility
5. bouncing back over giving up

Adapted from Elwood N. Chapman.



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PALS

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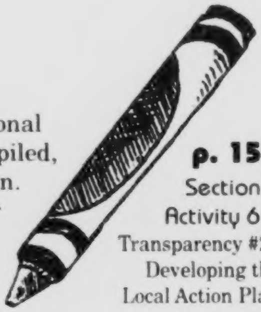
The materials in this guide were compiled, designed and adapted by the National FFA Organization's PALS Trainers. The original training materials were compiled, developed and adapted by the Intercultural Development Research Association. Training materials not specifically adapted or developed by the action force or trainers are used by permission of the creator.



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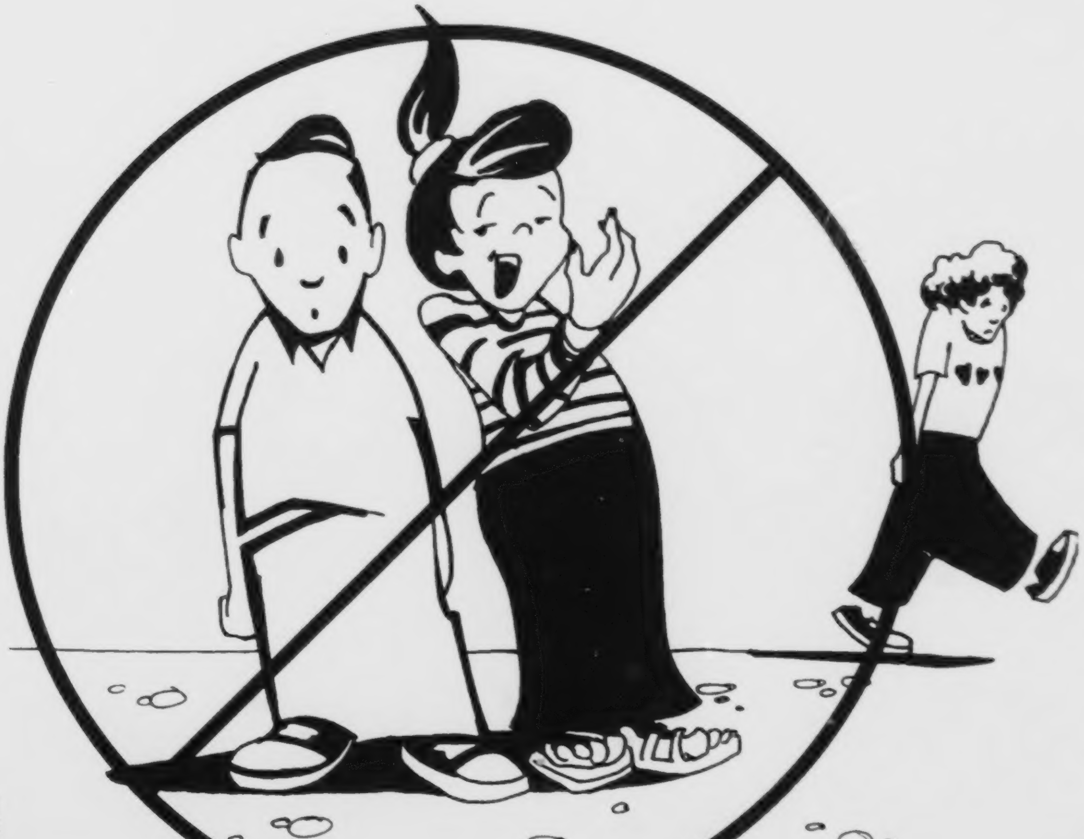
Local Action Plan

PALS

No Breaking Confidentiality!



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Local Action Plan

PALS

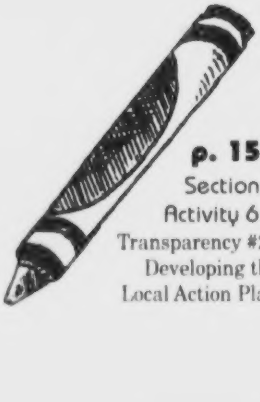
I was put on Earth to

accomplish a certain number

of things. Right now,

I am so far behind,

I will never die.



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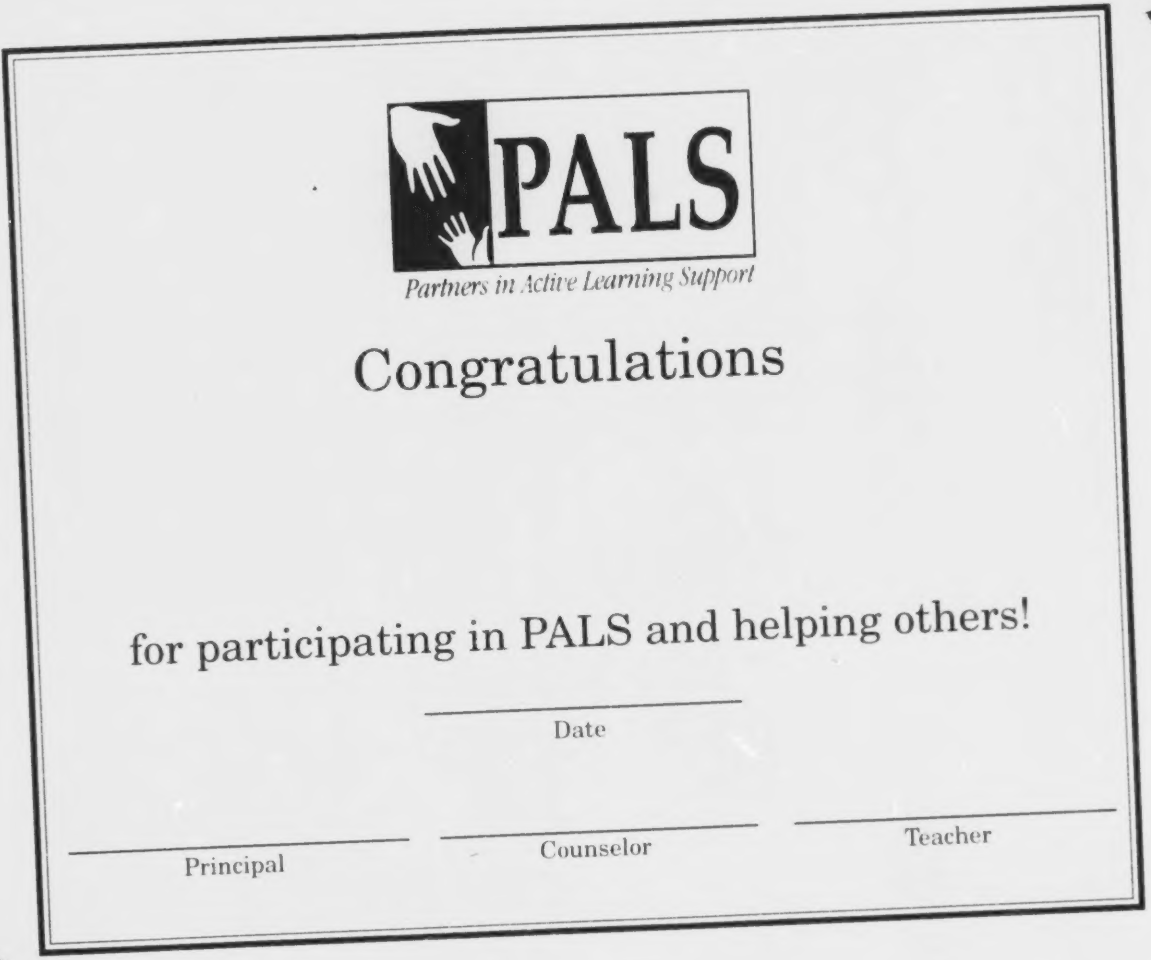

PALS

Partners in Active Learning Support

Congratulations

for participating in PALS and helping others!

Date

Principal	Counselor	Teacher

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Transparency #29
Recognition &
Celebration

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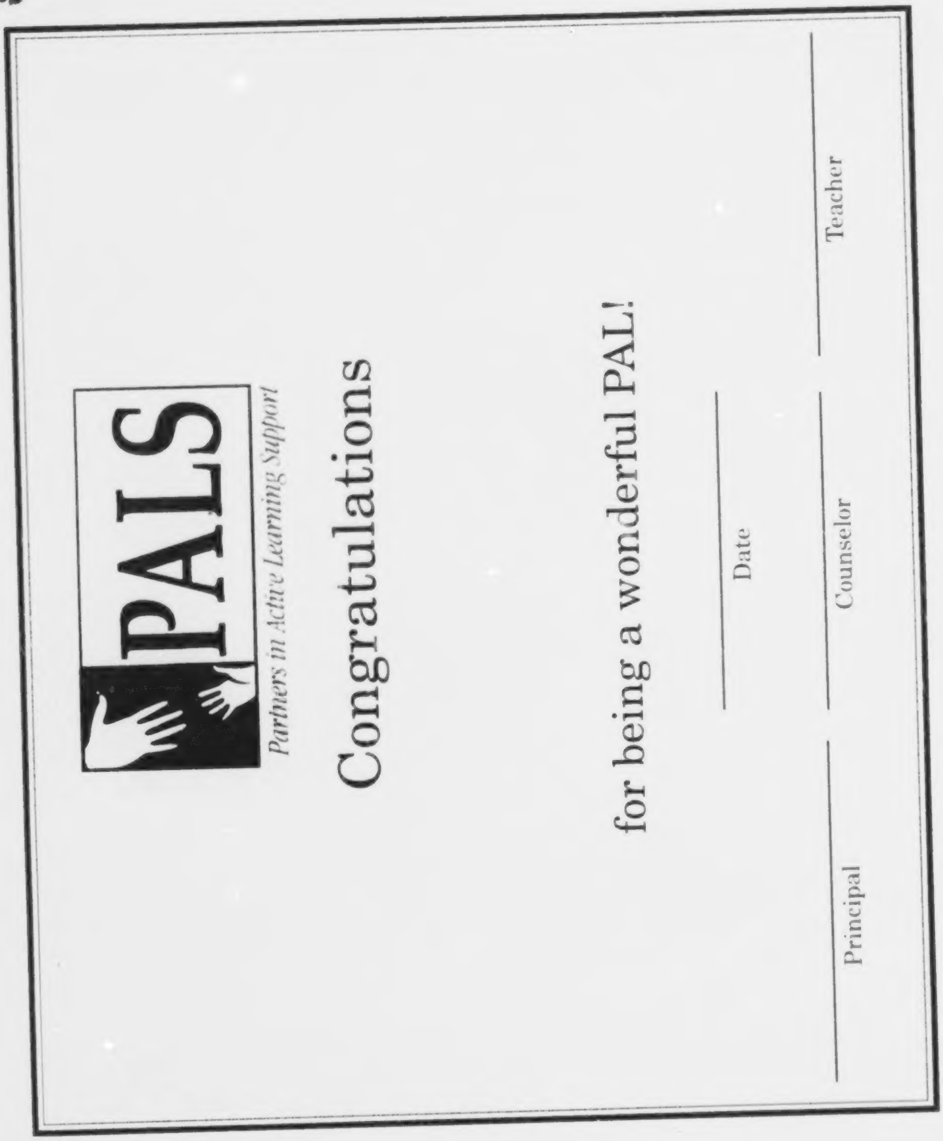


PALS

Partners in Active Learning Support

Congratulations

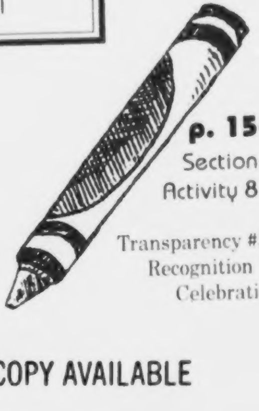
for being a wonderful PAL!

Date

Principal

Counselor

Teacher



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Recognition &
Celebration

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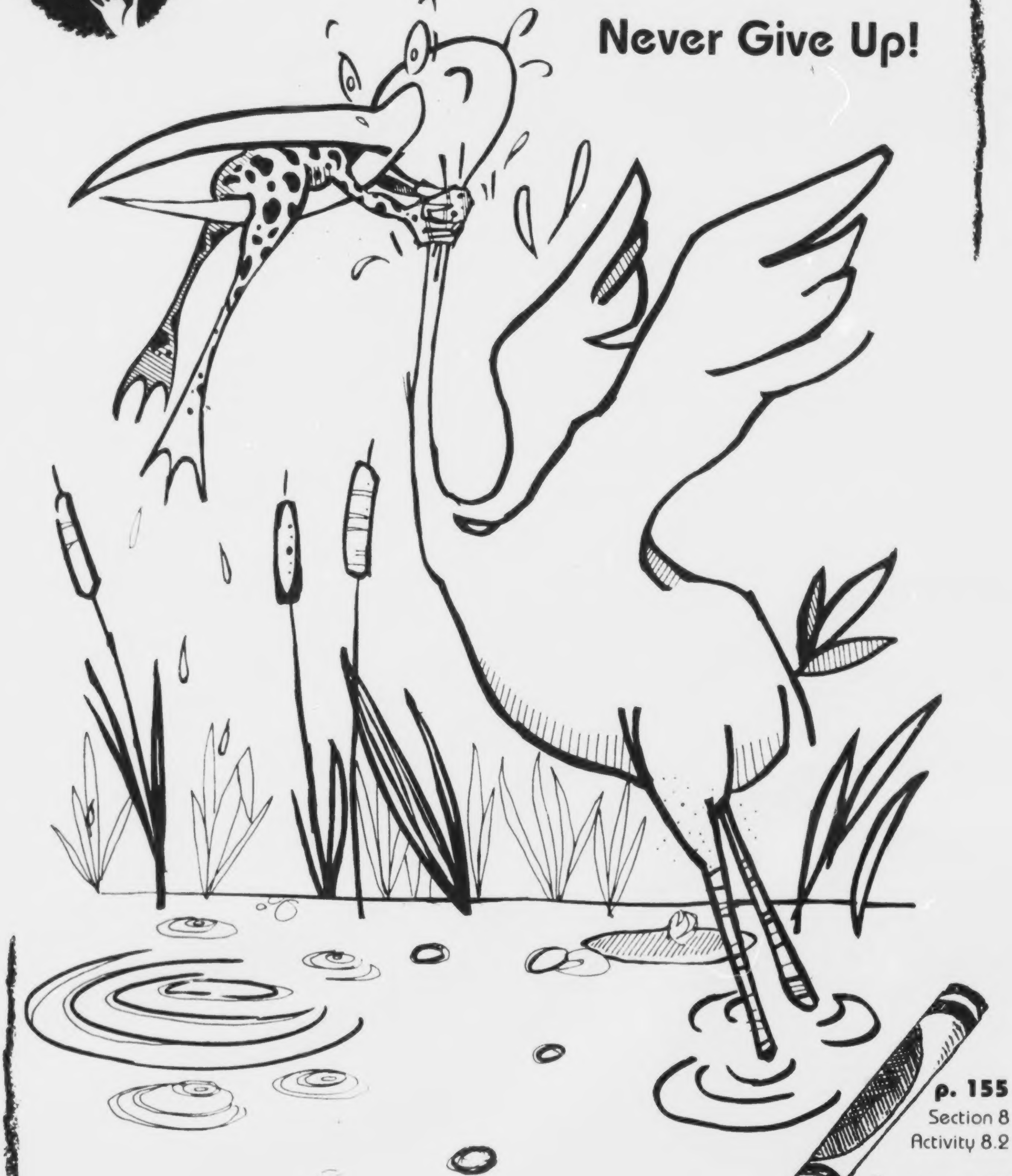
PALS

Never Give Up!



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Recognition &
Celebration

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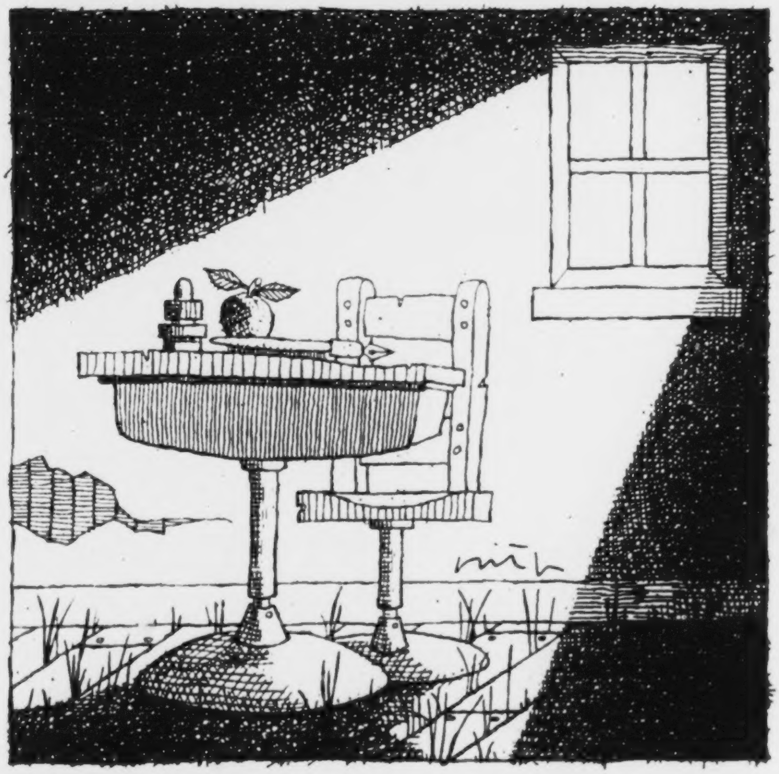
READING #1a



Trainers and Teachers: Strategies from the Third Grade

Though they're dealing with adults, trainers would be well advised to remember some of the educational basics.

By PAUL S. GEORGE George is a professor of education and human resource development at the University of Florida at Gainesville

While many of us were looking the other way, a series of important breakthroughs in research on teaching effectiveness have been occurring in the public school world. At the same time that Ouchi, Peters and Waterman were conducting their research on the characteristics of high performance corporations, educational researchers were carrying out less well-known but very similar studies of the

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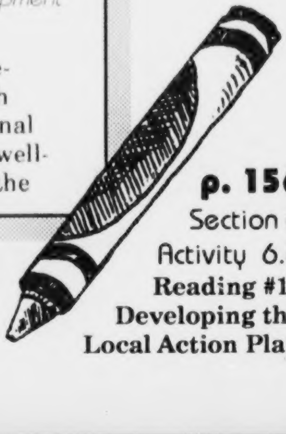

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Activity 6.8

READING #1b

nation's most masterful public school teachers. The findings indicate that just as high-powered corporations have a great deal in common in spite of product differences, masterful teachers follow a similar set of strategies in spite of the subject level and often with very different age groups.

Researchers are justifiably cautious about transferring into one area teaching strategies that work well in a very different situation – areas as different, for example, as corporate training and teaching third grade. But many educators with experience in both settings realize that the worlds of teaching and training have a great deal in common. What works well in one setting often works just as well in the other.

What follows is a brief synthesis of the recent breakthroughs in research on effective teaching, highlighting the "secrets" that have produced increased learning and achievement in the public school setting and have special promise for corporate classrooms. As mentioned above, master teachers follow some very common pathways to excellence. Master trainers would do well to look carefully at the paths these teachers take and to think about how those strategies would work in a corporate training setting.

Positive Structure

Classroom mastery in any setting depends upon effective classroom management. Research makes it clear that the best instructors rely on a secret that might be called positive structure: Their teaching or training setting is highly structured but allows students to enjoy the learning process. Several dozen studies reveal that positive structure doesn't just emerge naturally; it is the result of specific instructor behaviors outlined below.

- *Rehearsal.* Award-winning theater productions spend a great deal of time in rehearsals and road shows before they open on Broadway. And championship sailing ships spend much more time being readied for the voyage than they spend on the water. Likewise, master instructors spend a great deal of time before the course, class, or school year preparing their students for the experience. They establish clear rules, routines and expectations every time. The course doesn't really begin until everyone understands how it will operate and where it is heading.

The most effective instructors not only establish ground rules and routines, they model them for the students and very carefully monitor participants' performance in these areas. Masters in the classroom know that how they manage the first few class periods will fix learning levels and behaviors for the remainder of the course.

- *Time on task.* Master instructors know that in the business world time is money, but in the classroom time is the currency of learning. Regardless of educational setting, there is a direct connection between the amount of time used for learning and the amount of actual learning that occurs. Classroom masters make certain that no time is wasted.

Using time wisely means a number of things. For example, breaks are often dangerous because 10-minute breaks often expand to 20 minutes. Effective classroom managers cut down on the number and the length of breaks, establishing very clear signals to let everyone know it's time to get back to work.

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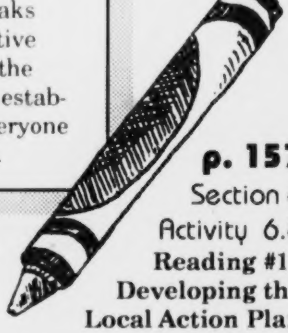

Activity 6.8

READING #1c

Master instructors know that when it comes to time and learning, the longer the participants keep working, the more they learn. Period. Certainly everyone from third graders to third-level managers needs to relax, to change pace, to rest. But high-achieving classrooms are characterized by fewer breaks, fewer interruptions.

Instructors in these classrooms preserve time in several ways, one of the most important being their attention to transitions. When changing from one activity to another, the educator carefully plans and closely monitors the transition. He or she keeps on hand all the necessary materials for the new activity.

- *Warm but businesslike.* The highest academic achievement comes from classrooms where the instructor is warm and friendly but businesslike. Cold, aloof educators, as well as those who spend all their time socializing with the students, produce less learning.

Maximum learning occurs when the instructor is neither severe and withdrawn nor intimidated by the students. The master educator shows students that he or she is in charge and that there is a great deal of work to do, but that everyone is likely to enjoy it as long as work is the central focus of attention. These classroom managers push students who dawdle and daydream, refusing to accept peace in exchange for letting the students refuse to participate.

When confrontations do occur, effective instructors do everything possible to defuse and depersonalize the situation, avoiding public power struggles. They more often resort to the secret of "praise in public, punish in private." Confrontations with students of any age are always losing propositions for the instructor. Even if the educator intimidates the student into a temporary withdrawal from the scene of the battle, the student almost certainly will return later, more fully prepared to defeat the instructor.

Curriculum Alignment

Managing a classroom with positive structure doesn't assure instructor mastery. The most effective educators also apply a strategy that might be called *curriculum alignment.* High achievement in corporate and public school classrooms depends upon the instructor's ability to fit into a specific class or course plan the goals of the organization, what the instructor teaches, and what the students actually learn. Curriculum alignment means that *all* course or class time is aimed at the knowledge, skills or attitudes that are supposed to be taught and learned. Effective curriculum alignment is quality control applied to the classroom—control that narrows the gap between desired outcomes and actual student achievement.

Because only master educators actually do it effectively, curriculum alignment may seem far more difficult and time consuming than it really is. The following 10 steps taken by master instructors comprise the secret of curriculum alignment:

- The instructor begins planning the course by examining carefully the organizational goals and the objectives for the curriculum area in question.

- The instructor then investigates a variety of content options that he or she might use to teach these goals.

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Activity 6.8

READING #1d

- The instructor next examines the needs and current knowledge levels of the targeted group of learners.
- When the instructor is clear about the goals and objectives that he or she needs to teach and the needs and status of the targeted learners, the instructor develops a clear and measurable set of specific learning objectives for this class and its students. The instructor puts these objectives in writing and shares them with the students at the very beginning of the course.
- The instructor develops a reasonable standard for student mastery—such as 80 percent—and then develops a strategy that is based on the assumption that *all* the students will reach or exceed that standard. The instructor abandons the so-called normal curve.
- The instructor divides the objectives into distinct teaching units that organize the learning experience into smaller pieces.
- The instructor then plots these units over the length of the course or year, perhaps in order of difficulty, with plenty of catch-up and enrichment time built in for slower and faster students.
- The instructor plans whole-group, teacher-directed lessons where, regardless of the teaching methods utilized, he or she is at the center of the instructional process, not a passive observer at the edge of the stage.
- The instructor develops formative tests for each separate unit and a test that covers the major concepts, skills and attitudes of the entire course. The instructor clearly bases all tests on the goals and objectives determined earlier.
- As a last step the instructor evaluates the course, assessing the degree to which it successfully met its goals and objectives and making improvements for the next run.

Research in public school classrooms indicates that when any one of these 10 steps is omitted or short-changed, academic achievement is likely to suffer. Learning fails when educators passively accept whatever they are given without making it directly applicable to specific learners and situations. When instructors simply march from page to page in the syllabus or textbook without heeding the goals and objectives of the organization or the needs of the learners, the course becomes a long march for everyone involved.

Set Induction

Master teachers in public schools know the importance of *set induction:* creating a classroom climate that ensures everything gets off to the right start. Just as the first few episodes of each course help to determine the ultimate success of the whole, research indicates that the first few minutes of every class establish a "set" that helps determine the level of learning throughout the period or session. Effective classroom managers pay close attention to starting off well, and the best instructors use a similar repertoire, outlined below.

- *Preclass availability.* Higher achievement occurs in classrooms where, prior to the beginning of instruction, the instructor engages in a variety of interactions with the learners. Because the best educators know that preclass time is important teaching time, they spend it with their students rather than

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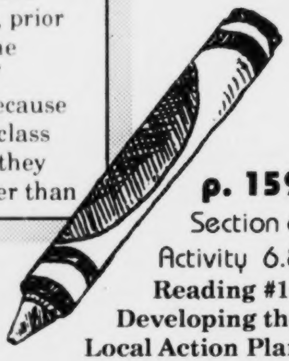

Activity 6.8

READING #1e

in preparing to teach. They exchange casual, friendly greetings and have warm conversations with students, often answering questions from previous sessions. These instructors are *available*, not preoccupied with arranging materials they should have taken care of long before the first few minutes of class.

- *No delays.* When the time to teach arrives, the most effective instructors permit no delays. Usually a formal signal—such as flicking the lights on and off—lets students know that the time is over for casual interaction and preparation and that it is now time to work. Students know that searching for materials they should have brought with them, using the bathroom, or making a phone call no longer is appropriate. The master instructor recognizes his or her authority to tell students to stop dawdling and start working.
- *Colorful, neat displays.* The way the classroom looks affects students' mental attitudes toward the room. Higher learning achievement occurs in classrooms that are designed and decorated in ways that appeal to the learners. Bulletin boards, displays of relevant materials, objects that are part of the instruction to come, and other attention-getters are always present in the classrooms of mater instructors. These educators know the atmosphere of the classroom has an impact on learning in much the same way a car showroom is organized to step up consumer interest in a new automobile. They don't leave "classroom marketing" to chance.
- *Teacher responsibility.* Instructors who excel take responsibility for student learning. Master educators' believe when the students fail, the teacher has failed. Research indicates that when public school teachers have this attitude, they act in ways that make learning happen more effectively, The same situation very likely prevails in corporate classrooms.
- *Review and rehearsal.* Every lesson begins with a careful review of what has gone before, not just a cursory mention of what happened yesterday. The instructor engages the participants in a planned rehearsal of the main points they encountered in previous sessions. When the class is over, both instructor and students are clear about what they need to know in order to do well for the next day or class.
- *Overview.* Following this careful review, master instructors conduct a relatively lengthy overview of the current lesson, including an illustration of why the lesson is important to the learners and their futures. The overview points out the objectives for the lesson—the major points the instructor will cover. In the hands of a master, the overview often includes an outline of the lesson resembling a written "road map" of the lesson to come.

Effective instructors use all sorts of strategies to induce a mental attitude that will lead to the highest levels of learning. They know if they begin the class casually and loosely, the students will do the same. Master educators know the results recorded at the end of the course are often determined by how the participants approach the starting line.

Structured Momentum

Once the class begins, the most important secret to attaining higher levels of learning is to keep the process moving. Master instructors understand *structured momentum* in the same way that exemplary

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Activity 6.8

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athletic coaches and military leaders do. They all know that once the group is moving in the right direction, success depends on doing everything possible to maintain forward progress. Recent investigations indicate that the best teachers and, possibly, trainers keep momentum going by structuring their teaching in three very important ways.

- *Authentic enthusiasm.* Several studies confirm the importance of vocal variety, large gestures, body movement, smiling, and other positive facial features. Other research makes it clear that a high level of enthusiasm is closely connected to learning. While these findings might seem to be common sense, it is only recently that the most hard-headed researchers have confirmed the importance of instructor enthusiasm.

- *Concreteness.* Many students have little interest or skill in vague abstractions and cloudy concepts. Instructors who make a difference take special efforts to make what they teach as concrete as possible. Research identifies a number of ways this is done.

  The most effective educators avoid instruction that leaves students buried under tons of verbiage by using visual techniques, including demonstrations, whenever possible. They accompany their lessons with media of all kinds and use actual physical objects to make their points more vivid. Such instructors also physically model behaviors and skills they hope their students will learn.

  Effective instructors also establish concreteness by displaying key terms and points on a chalkboard, flip chart, overhead projector, or bulletin board. By using symbols, shapes and colors to stand for words, these educators attack the nonverbal, right-brain learning capabilities of the participants. Using key phrases like, "Listen carefully here," or, "Pay close attention to this," also helps establish concreteness. Marker techniques like highlighting, underlining, starring and bulleting also help focus participant attention on the most important points and concepts.

  Concreteness also means using frequent reviews, summaries, examples, and question-and-answer sessions to reinforce what participants have learned until it becomes automatic. The best teachers in the public schools stick with a subject until the largest possible portion of the students "get it." They know that merely covering the subject once can't insure that participants really have learned it.

- *Active teaching.* Dozens of research studies now make it clear that particular methods don't matter nearly as much as the teacher being at the center of the instructional strategy. Momentum evaporates quickly when educators release students to work on their own. In the most high-achieving classrooms, the instructor always closely monitors independent work. Instructors who use independent work as a time to take it a bit easier are in for trouble.

Recent research, in fact, indicates that some of the most old-fashioned teaching techniques still are among the most effective. Educators who depart from the tried-and-true strategies of presentation, recitation, demonstration, drill and practice take sizeable risks.

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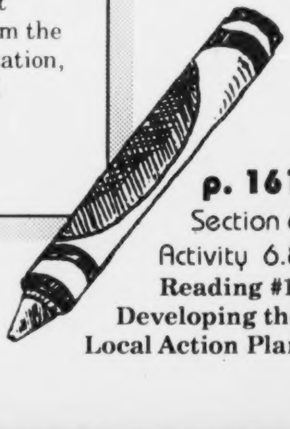

Activity 6.8

READING #1g

Guided Practice

More than one quaint Chinese aphorism wisely describes teaching as more than just telling. Expert instructors at all levels know the secret of *guided practice*, and research now confirms it is of crucial importance if learning is to last beyond 24 hours. Guided practice means the educator engages the students in carefully using what they have learned. This allows the instructor to determine how well the students have learned the subject, to reteach when necessary, and to reinforce the learning to the point that it becomes a permanent acquisition. As described below, the instructor can use guided practice on either a group or an independent basis.

- *Group practice.* A century ago group practice was called recitation: the practice of leading students through a series of questions and answers in which they demonstrated the level of mastery they had attained in the current lesson. Research in the last decade indicates what worked a century ago still is an important part of the master instructor's repertoire.

  The effective classroom manager insists on group practice. He or she doesn't assume students have learned without checking that assumption carefully. Such instructors don't ask, "Does anyone have a question?" and then assume that because no one raises a hand all have learned what they needed to know. Nor does the expert instructor call on a few volunteers and assume that when those people answer correctly the whole class has learned.

  Effective guided practice requires equal opportunity for participation in the group experience. In the most effective classes, research indicates that instructors call on volunteers no more than 10 to 15 percent of the time. sometimes instructors use a systematic pattern that lets them get around to everyone. All the students stay alert and involved because they know they will be called on, even though they don't know what question they'll have to answer. The educator avoids calling on students solely because they are seated in the front or the back of the room. Everyone is involved.

  Research has even validated such a traditional practice as choral responding, in which groups of students reply in unison to questions asked by the instructor. Having students call out an answer in unison or write down a response on their paper while the teacher circulates, checking on the accuracy of the responses, are among the choral responding techniques that instructors can use effectively in almost any classroom.

  Question-adn-answer sessions are a large part of successful guided group practice in the most high-achieving situations, and research confirms certain practices as essential. For example, instructors who reach the highest levels of achievement with their students often prepare large numbers of good questions in advance. They spend a lot of time asking simple questions, short recall items with a very high degree—85 to 90 percent—of student success.

  Effective instructors don't let errors pass without being corrected. They give students time to think about the answer to a question before they move on to another student or answer the question

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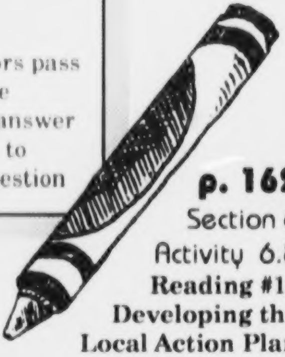

Activity 6.8

READING #1h

themselves. Research indicates that the average instructor waits about one second while the most effective educators wait about three seconds after asking questions. And the best instructors almost always engaged students in summaries of the Q & A session, pointing out and reinforcing the major points covered.

- Independent practice. Master educators know that independent practice is important but very dangerous. Realizing that students' attention to the task can take a disastrous dive when they're turned loose for independent practice, the best teachers guide that practice very carefully. They plan independent work as carefully as they plan their lectures and Q & A sessions, making certain that this practice fits directly with those preceding activities.

Exceptional instructors highly structure independent practice and monitor it well. They make certain the work is meaningful and challenging and students can experience success only when they put out a reasonable amount of effort. Whether students are working together in groups or individually, and whether they are discussing case studies or working practice problems, master instructors conduct independent practice with the greatest care.

Targeted Individualization

The most successful instructors realize that no matter how they group and schedule a class and no matter what strategies they use to organize a course, any group of learners represent a set of skills, attitudes, and knowledge that is incredibly broad. They realize they have no choice but to individualize. But these instructors also know that individualization must be highly targeted. They know they secret of *targeted individualization.*

Experts never begin a class or a course without assessing the range of differences in student knowledge, skill and attitude. The best instructors never assume that everyone in a class or course needs exactly the same content delivered in the same dosage. They know they have to plan the seating charts with those differences in mind. They use flexible evaluation and grading systems—techniques that focus on individual progress rather than student-to-student comparisons. Master educators use a great deal of large-group, teacher-directed, whole-class instruction, but they always use these techniques with creative and tailored options, choices and alternatives students may pursue on their own. In the best classes, students are able to report that they had a say in what they studied and how they studied it.

The most masterful educators know that presentation doesn't equal learning and that the older the students are, the more active role they must play in designing their own learning experiences. In the most effectively managed classrooms, targeted individualization means that older, more responsible, and more mature student groups will need less common learning and content. There will be less material that *all* the students have to learn.

References

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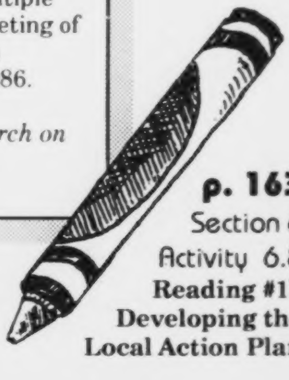
Brophy, J. "Synthesizing the Results of Research Linking Teacher Behavior to Student Achievement." Paper presented as a part of the symposium entitled, "Deriving Teaching Skills from Research: Multiple Perspective," held at the annual meeting of the American Educational Research Association, San Francisco, April 1986.

Wittrock, M.C. *Handbook of Research on Teaching*, third edition. New York: Macmillan, 1986.



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APPENDIX D: GLOSSARY OF TERMS

APPENDIX D: GLOSSARY OF TERMS

Culture:	the understanding of prejudice and discrimination and how it impacts one's life.
HO:	Handout
Local Team:	consists of the elementary and secondary administrator, elementary and secondary guidance counselor, elementary and agriculture teacher, and a community leader.
Mentee:	elementary student (may be different at each site)
Mentor:	agriculture student/FFA member
PALS:	Partners in Active Learning Support
Team Building:	the development of trust and competencies among local team members.
TP:	Transparency

APPENDIX E: ADDITIONAL RESOURCES

- PALS Survey Sheet
- PALS Logo Artwork
- PALS Participation Certificates
- Ag in the Classroom Newsletter
- Handling Misbehavior Newsletter
- PALS Financial Support Sample Letter

PAL Survey

Name:

Grade: Age: Date of Birth:

Do you have any brothers or sisters? ☐ yes ☐ no

What are their names?

Do you have any pets? ☐ yes ☐ no

What pets do you have and what are their names?

After school I like to:

My favorite cartoon character is:

My favorite TV show is:

My favorite food is:

I am happy when:

I am sad when:

I am good at:

I am not so good at:

I like school best when:

I dislike school most when:

I like to read books about:

The sports I like best are:

If I could be a famous person, I'd be like because

PALS Logos

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Reproduce in black, Pantone purple or a combination of the two.

PALS
Partners in Active Learning Support

PALS

Partners in Active Learning Support

Congratulations

for being a wonderful PAL!

____
Date

____
Principal

____
Counselor

____
Teacher

PALS

Partners in Active Learning Support

Congratulations

for participating in PALS and helping others!

Date

Principal

Counselor

Teacher

PALS

Partners in Active Learning Support

PALS Local Team Congratulations

for completing this mentor and team training workshop for the PALS National FFA Organization mentoring program on ______________!

____

Team Instructor(s)

Ag in the Classroom Notes

United States
Department of
Agriculture

A bi-monthly newsletter for the Agriculture in the Classroom Program. Sponsored by the U.S. Dept. of Agriculture to help students understand the important role of agriculture in the United States economy. For information, contact Shirley Traxler, Director, Room 317-A, Administration Bldg., USDA, Washington, D.C. 20250-2200. 202/720-5727

OCT/NOV 92
Vol. 8, No. 6

Teaching Package Offers City Kids a Slice of Farm Life

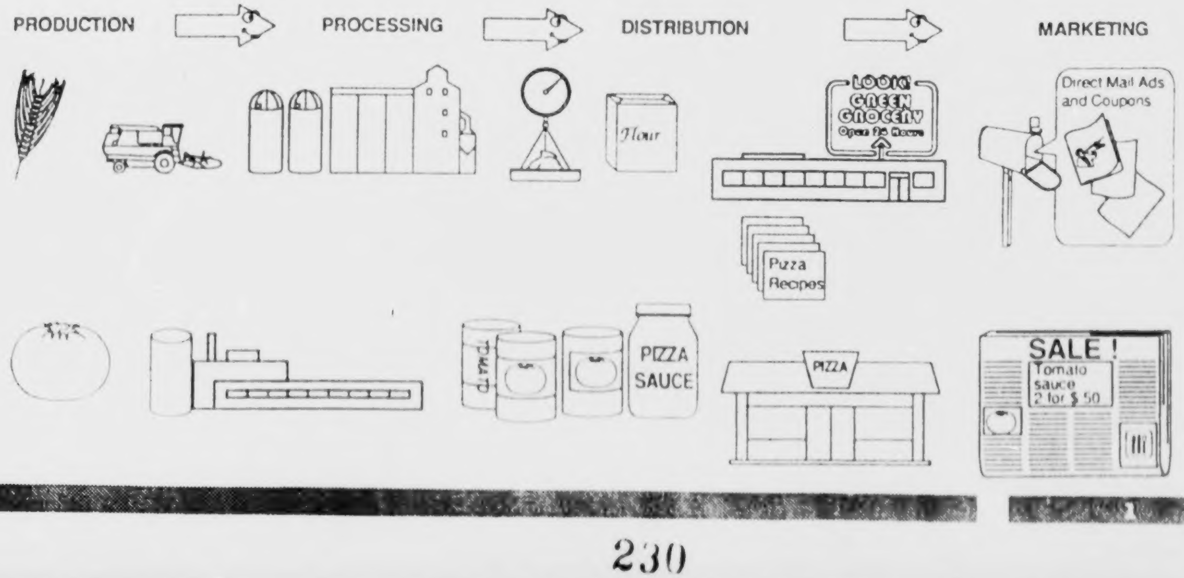
National Farm-City Week has been celebrated annually since 1955. For the first time this year, the National Farm-City Council has developed teaching materials designed to help children understand more about the interdependence of the farm and the city.

The Student Lessons in Consumer Education (SLICE) were "designed to attract the attention of city children," says Marsha Purcell, secretary/treasurer of the Farm-City Council of American Farm Bureau. The goal is to help urban students learn about the important role that farmers play in providing food and products for the city. SLICE lessons focus on pizza, a favorite food of nearly every child, whether urban or rural.

The SLICE lessons are designed for both primary and intermediate students. They include activities for math, social studies, language arts, and science. For a math activity, students graph their favorite pizza toppings. They also learn to create Venn diagrams—interlocking circles that offer another way of recording data.

The SLICE materials also help students learn how farm products move through the marketing system from production to consumption. In an activity titled "From the Farm to My House," primary school children draw pictures of what favorite food items looked like on the farm . . . and then what they look like when they reach the table.

This year, Farm-City Week will be celebrated November 20-26. Kits are available for $3, which includes postage and handling. Make checks out to National Farm-City Council, Inc., send to 225 Touhy Avenue, Park Ridge, IL 60068.



SLICE materials help students understand how a product moves from farm to table.

Ag in the Classroom---State Contacts

The individuals listed here are key reference persons in each state If you have any questions want to make reports or need more information about your state's Ag in the Classroom program contact the following

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Ag in the Classroom Notes

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U.S. Department of Agriculture
Washington, D.C. 20250-2200

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COOPERATIVE EXTENSION SERVICE
University of Arkansas

PRIME TEACHING

For 4-H Program Assistants

Vol. II, No. 3

University of Arkansas, United States Department of Agriculture, and County Governments Cooperating

UNIVERSITY OF ARKANSAS PINE BLUFF

Earlene C. Larry
Extension 4-H
Assistant Specialis

INSIDE –

- Addressing Meeting Misbehavior
- Here's the Scoop!
- Fun-Aid
- Riddles Overheard
- Monster Cards

Linking People to Research

Addressing Meeting Misbehavior

It is important to establish a community of mutual respect feelings in your youth group meetings. You give 4-H'ers a role in developing rules, procedures, and standards of behavior and in determining consequences for misbehavior. This investment usually pays off in fewer behavior problems, but from time to time misbehavior rears its ugly head. When it does, you need on-the-spot solutions.

You will find the listed strategies useful for banishing behavior problems in your youth meetings. The strategies will also serve you well in creating a positive learning environment for the entire group.

On-the Spot Solutions

Before you exert direct control over a child's behavior, it is best to try less intrusive strategies like the following:

1. Talk with the child privately. Try to arrive at a solution by consensus.
2. Change the situation or environment in which an undesirable behavior occurs. For example, change room arrangements, the time of day you meet, where you stand in relation to the child and so on.
3. Describe the desired behavior: "Bill, please listen to what I am saying."
4. Prompt the desired behavior using cues: "What I am going to say next is very important."
5. Model the desired behavior.

After trying these and nothing seems to work, you may need to move to more structured strategies – those that reinforce desired behaviors – or reward children for not engaging in undesirable behavior (using praise, point or token systems). Extreme strategies, such as taking away privileges and using time-out, merit discussion with your supervisor and the child's parents first. Such approaches may be viewed as punishment which could create negative attitudes toward you and 4-H.

Name-Calling

Most children engage in name-calling, use foul language and verbally abuse others at one time or another. However, when a student persists in this behavior, it is time to intervene:

- Talk privately with the child. Make sure he knows the meaning of the words used and their effect on others' feelings.
- Offer substitute words to use.
- Teach self-control; ask the child to walk away from people or situations that make him or her angry.

Hitting and Pushing

These behaviors are forms of aggression. In dealing with aggressive acts, be calm, objective, unemotional and very direct.

- Reinforce time spent not hitting or pushing. Use tokens or points to be traded later for other rewards.
- Have the child pay a fine, either in time (five minutes for each push) or privilege (outdoor play at home, if parents will cooperate).
- For more severe and frequent aggression, have the child use physical energy in private, such as hitting a punching bag. Clear with parents and supervisors first.

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, sex, age, or disability, and is an Equal Opportunity Employer.

Tattling

Tattling is immature behavior and is reinforced by the attention a child receives for it. Tattling can also give a child control over another. Before you implement strategies for tattling, be sure groups understand the differences between "telling on someone" and letting the leader know about a real problem.

- Give frequent attention for good behavior.
- Ignore all forms of tattling. This strategy removes your attention from the situation. But be sure to appraise the situation first, in case a real problem exists.
- If tattling continues, give your attention or a special privilege only when the child stops tattling for an appropriate amount of time.

Dawdling

Group members who won't get to work may be particularly frustrating for you. Consequently, you may be reinforcing dawdling by repeatedly asking the child to get to work.

- Determine if the child is capable of doing the task. If not, he or she may be avoiding the strong possibility of failure. Change the task.
- Ask yourself if hidden influences are controlling the child's reluctance to get to work, such as not wanting to be successful because of peer disapproval.
- Reinforce ever three to five problems attempted (and later completed successfully), at least in the beginning.
- Reinforce gradual steps toward increasing the amount of work completed.
- Have a timer sound at varying intervals; if the young person is working when the timer beeps, give praise or a token to be traded later.
- Write a contract specifying on-task behavior and consequences.

Poking and Touching

Persons who annoy others by poking and touching are seeking attention, but social rejection is often the consequence. Usually general strategies work well.

- Place the person away from others, especially during independent work.
- Take away a valued privilege for each incidence of poking.
- Use time-out only if poking is particularly annoying and occurs frequently.

Won't Sit Still

Overactivity may be sign of immaturity. It might also occur because of demands that restrict movement to a marked degree. Or it may be a sign that it's time to change an activity.

- Try to be more accepting of motor activity, especially in younger children.
- Privately explain that some activities, such as tapping fingers on a table, are annoying to others. The child may be unaware of the effect his or her behavior has on others.
- Monitor the behavior by using an interval timer. If the child is on-task and sitting still, give reinforcement.
- Shorten the length of different activities so the child can change seats and shift focus.
- If the overactivity is potentially harmful, such as leaning a chair back, establish a rule for all to see. Be sure to enforce it.

Talking Back

Youth who talk back and argue may get on your nerves, especially if they talk back to you. When arguing between youths gets out of hand, it can lead to hitting and fighting. Because no one likes to be argued with, the consequence is often social rejection.

- During a private talk, learn if the verbal exchange is truly arguing or simply inappropriate use of language to state a belief. If you feel it is the latter, teach how to disagree with others while standing firm on one's belief. Model ways to do this, for example, by saying, "I have a different belief. May I explain it to you?"
- Conduct training in debating that involves all group members.
- Ignore back talk during discussions as much as possible.
- Call on the person or ask a question when there is no talking back and when language use is considerate of others.
- Discuss the situation with parents. Hidden causes may be found that can be corrected with their cooperation. For example, a child who talks back may have a bossy older sibling. Talking back may be the child's way of self affirmation.

Lying, Cheating, Stealing

Dishonesty occurs all too often, even in younger groups. Stretching the facts and taking things that belong to others are behaviors that are very difficult to confirm without possibly embarrassing confrontations. Cheating often leads to higher marks in situations where the value of a rating is over-represented by leaders, parents or peers. Lying may occur to avoid punishment. Stealing may be a person's only way to get supplies. When these behaviors become persistent, you must be concerned about the child's emotional development and make appropriate referrals. In other cases, start with a private talk.

- Privately, describe the situation objectively.
- Deal directly with the problem by using rules and consequences. For example, do not give credit for work earned by cheating.
- Investigate the reason for cheating. Is the project too difficult for the child?
- Allow the truth to be told without excessive punishment.
- If property damage is involved, require the child to make retribution in some way.
- Help the child regain his club members' trust. Plan activities in which children can prove their trustworthiness. For example, let the child be in charge of collecting money for a club activity or event.
- If dishonesty persists, plan a parent conference. Explain the situation and solicit cooperation.

Complaining About No Playmates

Children who complain about having no friends are saying that they feel socially isolated. These persons are not accepted by peers and are typically out of step in terms of dress, mannerisms and so on. Social skills training may be needed.

- During a private talk, find out how the child spends time at home. Encourage the youth to join activities that require interaction with others.
- Observe the child's interaction with others. A child who makes fun of or needles others will often be left out of club mates' activities.
- If the child has few social skills, use role play in private to develop specific skills.

Unprepared to Work

Children who are always without supplies and assignments often create ingenious excuses. They usually borrow materials from others, including you. When materials are given, the unpreparedness is reinforced. You need a plan to build personal responsibility.

- During a talk, determine if a financial hardship is the cause. If so, find out if some resources are available for the child.
- Make sure you reinforce the child when she is prepared.
- Provide verbal reminders, notes to take home and checklists to help parents monitor what their children need to bring to 4-H meetings.

References

Brendtro, Larry K., and Martin Brokenleg. *Reclaiming Youth at Risk: Our Hope for the Future.* National Educational Service, 1991.

Novelli, Joan. "Better Behavior for Better Learning," *Instructor*, July/August '93.

Riddles Overheard

1. Jerry's mom and dad had three children. One was named Abe, after Abraham Lincoln on the penny. One was named Thomas, after Thomas Jefferson on the nickel. What was the name of the third child?
2. Where is the ocean the deepest?
3. What's the difference between a schoolteacher and a railroad conductor?
4. If two is company and three is a crowd, what are four and five?
5. What did the girl octopus say to the boy octopus?
6. What can move a tree but not a stone?
7. What does a calf become after it's one year old?
8. What did the pencil say to the paper?
9. What do you call a web that a spider has just finished weaving?

Answers

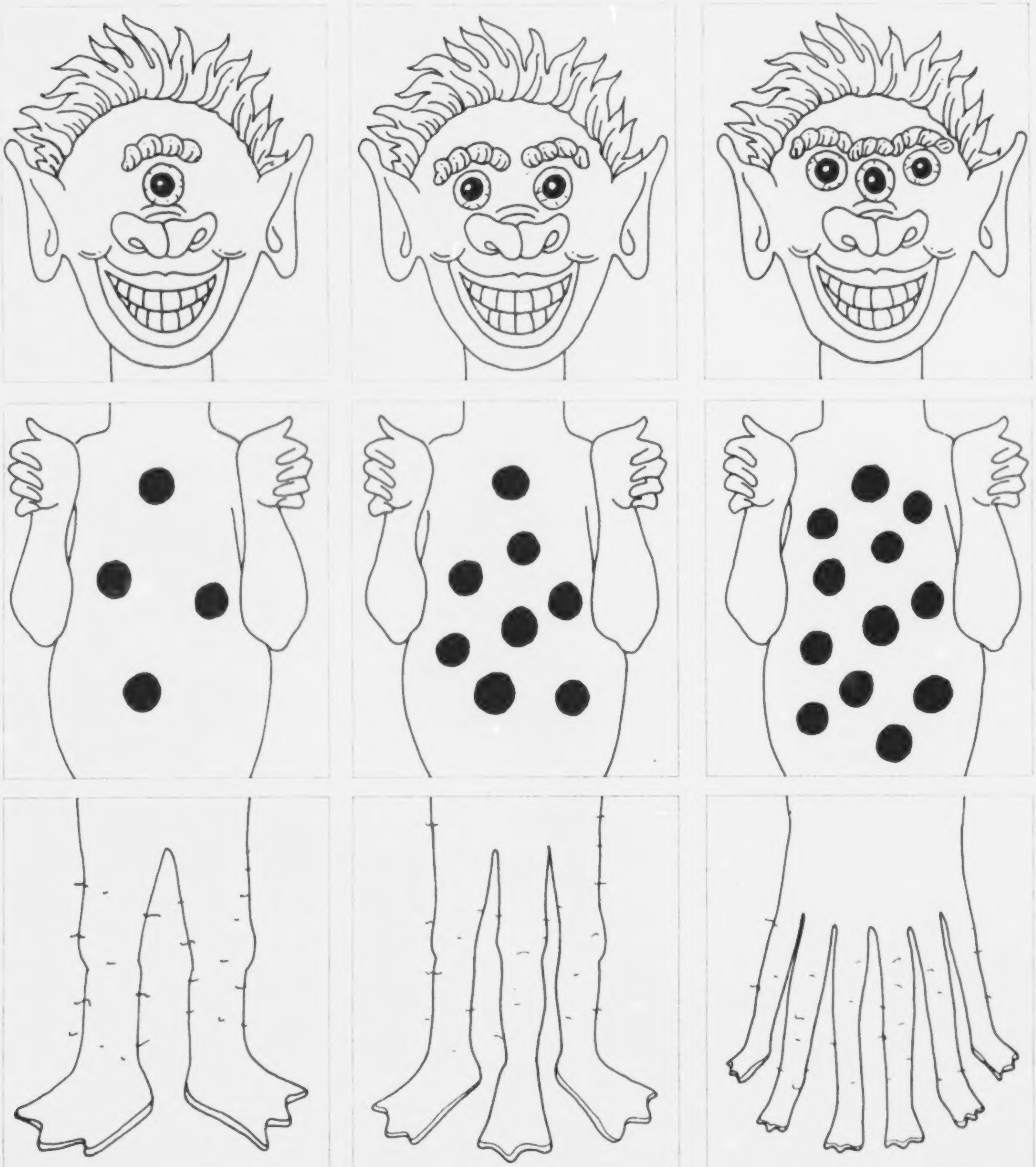
1. Jerry. 2. On the bottom. 3. One trains minds, and the other minds trains. 4. Nine. 5. "May I hold your hand, hand, hand, hand, hand, hand, hand, hand?" 6. The wind. 7. Two years old. 8. "I dot my i's on you." 9. A newly-web.

[4]

Fun-Aid

Monster Cards

Use these Monster Cards to make your own spooky, funny monster.
Don't forget to give it a ghoulish name!



[5]

Here's the scoop!

As a Member of a Group I Should Remember

- That I am one of a group, and that each member has a contribution to make, so I will feel that I am important to the group and I will also respect other members.

- That what I think is as necessary as what others think, so I will try to present my ideas as clearly and constructively as possible.

- That to remain silent or withhold differing opinions is not helpful to the group in thinking through problems, and I should not feel resistant when someone differs with me.

- That to participate too much, monopolize the discussion, or be too insistent in my viewpoint can be detrimental to the functioning of the group, so should be avoided.

- That I am learning and working with others and, therefore, I need to cooperate and be concerned for harmonious relations in the group.

- I should volunteer readily when I think my services and abilities will be useful to the group and I have time that will be required.

- When I have undertaken a responsibility, I should carry through with it until successfully completed.

- I should be willing to confer with others, accept the offers of assistance of others, and generously acknowledge the contributions of others whenever recognition is due.

- I should suspend judgment until facts are known and base decisions upon objective data.

- I should be careful not to make irresponsible statements, repeat confidential information, or stir up feelings which are antagonistic to good group work.

SAMPLE LETTER

June 1, 1994

Mr. Mitchell
President and CEO
Mitchell Energy
123 Main Street
Anytown, USA

PALS is a mentoring program in affiliation with the National FFA Organization. This program involves sixteen eleventh and twelfth grade agriculture students from McCullough High School who are mentors to sixteen Hailey Elementary students ranging from second to fourth grades.

Each week, the mentors travel to Hailey by bus in order to meet with the mentees for an hour. During this time, the group of students participates in planned activities. The activities for the '92-'93 school year have included such things as tutoring sessions, cooperative games, a scavenger hunt, kick ball, a field trip to the Houston Livestock Show, a Christmas party, an Easter egg hunt, the FFA banquet, and an end-of-the-year party. This time is considered an opportunity for special friendships to form and positive role modeling to occur.

Many teachers and parents have commented on the positive changes in the students in class and at home. There has been a noticeable positive change in the behaviors and self-esteem of many of the children. The students, high school and elementary alike, are able to express their feelings and record activities they participate in through required weekly journals. The students look forward to this special time and express that they feel loved and special. This program has helped teach the students responsibility and commitment. PALS has been honored with the award, "Through the Eyes of Children," given by the CISD school board.

The first year of the program ('92-'93 school year), was financially sponsored by the National FFA Organization through a one-year grant which helped establish and organize the program. In order to continue this special program, corporate financial support is needed. One of our goals for the '93-'94 school year is to include the community in this special program. We will need to acquire approximately $2,500 in donations to cover costs for the '93-'94 school year for items such as transportation costs, supplies, snacks and field trips.

We would appreciate any support Mitchell Energy or the Mitchell Corporation could extend. If a presentation is needed, we would be happy to come and speak with you. Thank you for considering our special program and the benefits it provides our community.

Sincerely,

Emily Shine
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Pat Pribilski
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APPENDIX F: BIBLIOGRAPHY

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2. Campus Partners in Learning/Campus Compact. Providence, Rhode Island.

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PALS

MENTOR TRAINING ACTIVITIES BOOKLET

P·A·L·S

PARTNERS
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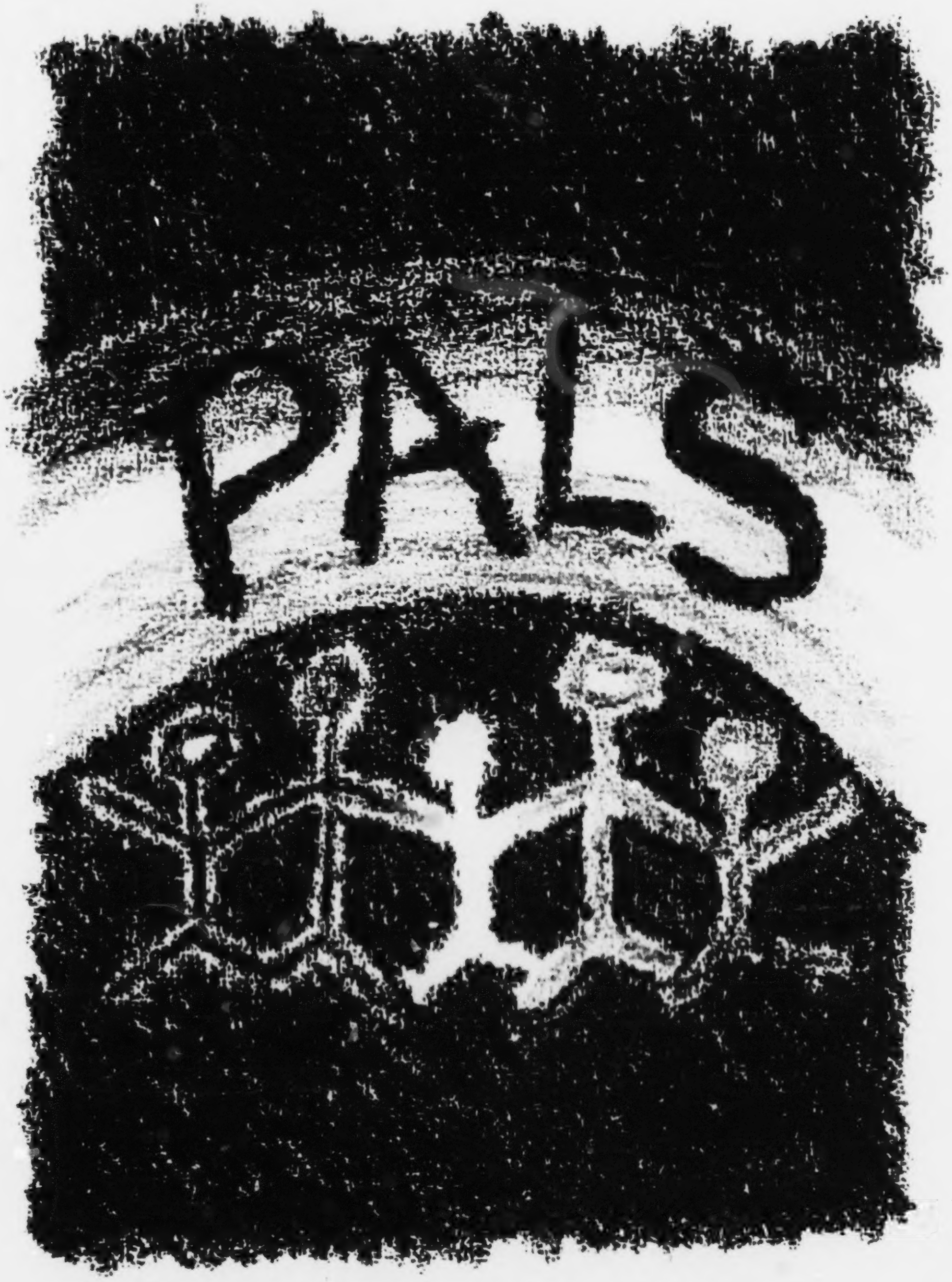

MENTOR TRAINING ACTIVITIES BOOKLET

The National FFA Mentoring Program

PALS

Partners in Active Learning Support
The National FFA Mentoring Program

MENTOR TRAINING ACTIVITIES BOOKLET

A Project of the

National FFA Organization
Teacher Services Team

Marshall Stewart, Team Leader
Josephine F. Garza, Project Director

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PREFACE

The materials in this activities booklet were compiled, designed and adapted by some of the National FFA Organization's PALS Action Force and an outside consultant. Training materials not specifically adapted or developed by the action force or trainers are used by permission of the creator.

Appreciation is expressed to the following consultant and PALS Action Force members for their time and commitment to compiling the best PALS mentor training activities for the program:

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PALS

Partners in Active Learning Support

The National FFA Mentoring Program

OVERVIEW

PALS is a mentoring program which matches high school agriculture students with elementary students to help them get excited about school, explore their interests in plants and animals, and develop their personal skills. Mentoring activities will center around building trust and developing a positive self-esteem through sharing and working together in a one-to-one relationship at least once a week. The mentoring role is a major commitment on the part of the students who are selected because they will be helping to build the human resource potential of a young child as well as that of themselves. The mentors will receive training from high school and elementary counselors and agriculture teachers when they are not working with elementary students.

TRAINING OBJECTIVES

The participants will:

1. Understand the skills necessary in a mentoring relationship and work to acquire these skills.
2. Understand the issues of diversity within themselves, their PALS and their communities.
3. Comprehend the concept of self-identity and gain the skills necessary for developing positive self-esteem. In addition, they will understand the strengths and weaknesses of a mentoring relationship.

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SECTION 1: THE MENTORING RELATIONSHIP

Objective:

Participants will understand the communication and problem-solving skills necessary for developing a mentoring relationship and work to acquire these skills.

COMMUNICATION SKILLS:

- 1.1 Listening Agree/Disagree
- 1.2 Eight Communication Jammers
- 1.3 Listening Poem
- 1.4 Talking Sticks

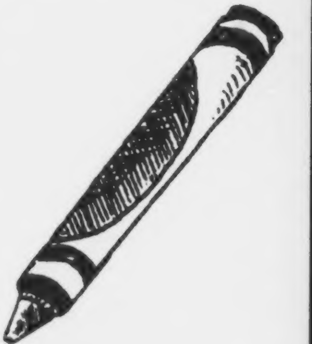
PROBLEM-SOLVING SKILLS:

- 1.5 Feeling Words Brainstorm
- 1.6 Feelings Role-play
- 1.7 "I" Messages

Total Time: 3 hours, 30 minutes

Materials Needed:

- Handouts 1 - 5
- Transparencies 1 - 2
- Reading 1
- Flip Chart
- Markers
- Toothpicks
- Pens or Pencils for each participant
- Post-It™ Notes
- Poster Board



SECTION 1: THE MENTORING RELATIONSHIP

Activity 1.1

INSTRUCTOR'S NOTES

Purpose: Help participants understand some of the stereotypes related to listening and comprehend their own values and attitudes.

NOTE: *This activity can be done at the beginning and the end of this section to assess changes in opinions.*

Time: 30 minutes

Materials: Agree, Disagree, Unsure Signs
Masking Tape
Handout #1, page 203

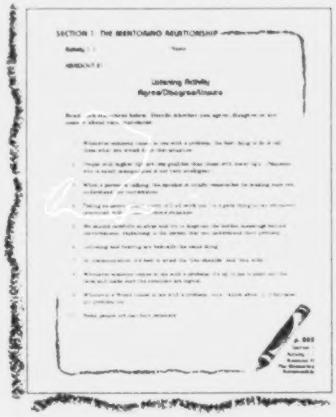
Group Size: Whole Group

Activity: Make three signs by writing in bold letters, AGREE, DISAGREE, UNSURE. Use only one word per sign. Tape these signs to the wall about 6 feet off the ground and several feet apart. Give each participant a copy of HO #1. Explain to the whole group the importance of individuality in this exercise. They will be asked to form opinions when read a question and the opinion should be their own, even if it disagrees with their neighbors or friends. Stress that this is not an exercise of right or wrong, merely one to help them better understand their attitudes when presented with a statement. Read each statement on HO #1. After each statement is read, have the participants stand under the sign with their answer to that statement. After each statement is read and opinions are given, ask the following questions:

- Why do you think this is so?
- Why do you disagree with this statement?
- Would anyone like to change their answer?
- Why or why not?

Outcome: Comprehend that opinions impact our decisions and we must learn how to make our own decisions.

Handout (HO)#1



SECTION 1: THE MENTORING RELATIONSHIP

Activity 1.2

INSTRUCTOR'S NOTES

Purpose: Assist mentors in understanding the importance of developing quality communication skills.

Time: 30 minutes

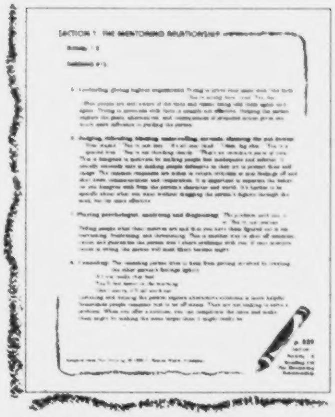
Materials:
Reading #1a–b, pages 228-229
Markers
Post-It™ Notes
"How to Conquer Communication Jammers" Poster

Group Size: Whole Group, Small Group

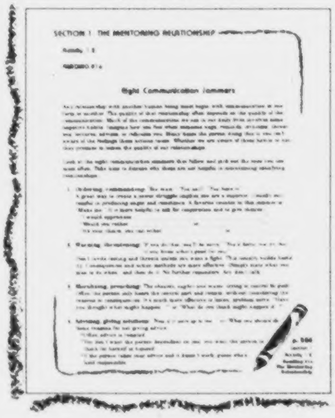
Activity: Distribute RD #1 a–b. Tell mentors they will develop quality communication skills which will make them better mentors for their pals. In the whole group, have students take turns reading aloud each of the communication jammers. Then, have students break into small groups of about 4-5. Ask the small groups to develop alternative responses to the eight communication jammers. Have each group write one response per communication jammer on a Post-It™ note. When they've completed the list, reassemble the whole group and have one person from each small group report their responses. After they have reported, have each group place their responses on a poster board titled, "How to Conquer Communication Jammers." Leave this poster up so the mentors can refer to it throughout the year.

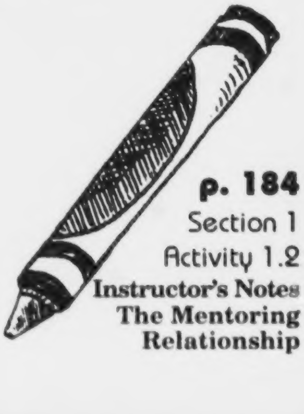
Outcome: Comprehend the importance of effective communication skills.

Reading (RD)#1a



Reading (RD)#1b





SECTION 1: THE MENTORING RELATIONSHIP

Activity 1.3

INSTRUCTOR'S NOTES

Purpose: Understand the value of listening and realize that everyone has feelings and needs to have ways in which to express them.

Time: 30 minutes

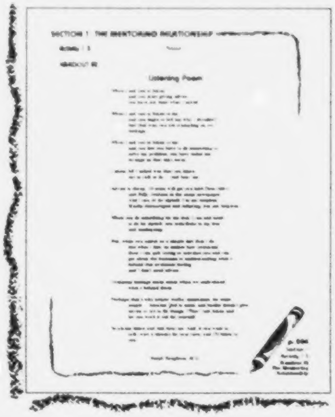
Materials: Handout #2, page 204
Markers
Flip Chart Paper

Group Size: Whole Group

Activity: Bring the group into an informal circle. The less formal the setting, the better the sharing and communication will be. Distribute HO #2 and let each participant read the poem silently. Allow ample time for each person to read the poem then select someone and ask them to read the poem aloud. As the poem is being read, ask each person to choose the one or two words, phrases or ideas that are most meaningful to them. Go around the circle and ask ***each*** person to state their favorite phrase or idea and express why it's their favorite. Even if more than one person gives the same idea, it is important that everyone has an opportunity to state their choices. Their reasons for choosing the phrase may be different from another's. Each person needs an opportunity to respond instead of saying, "Same as he/she said." As each idea is expressed, write it in one- or two-word phrases on the flip chart. Even if an idea has already been expressed, write it down. Listen carefully for "feeling words" such as sad, happy, embarrassed, etc. When everyone has had an opportunity to share their thoughts, compare the list with the participants, then discuss the similarities and differences and how the poem made each person feel.

Outcome: Comprehend the importance of listening.

Handout (HO)#2



Adapted from *Peer Helping*, © 1990, J. Weston Walch, Publisher.

Activity 1.4

INSTRUCTOR'S NOTES

Purpose: Comprehend the importance of non-verbal communication skills and body language.

Time: 30 minutes

Materials:
Transparency #1, page 221
Stopwatch or a watch with a second hand
Toothpicks
Paper and pencil for pairs

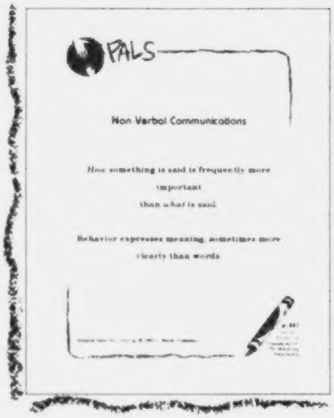
Group Size: Whole Group, Pairs

Activity: Select a volunteer to assist you in demonstrating this activity. Ask the volunteer to describe something such as directions to their home or how their house was constructed. Watch their body language carefully. Observe how the others in the group listen and their eye contact. Report what you saw to the group—the body language used in the description, what the group was doing, etc.

Divide the group into pairs by counting off 1, 2, or A, B, or just find a partner, etc. Give one of the partners in each pair seven toothpicks. Ask the pairs to sit back-to-back on the floor. Give partner A one minute to draw a design using seven lines the length of toothpicks on a piece of paper. The design could be anything. Partner B must not be able to see the design and partner A cannot tell partner B what the design is. Ask partner A to describe this design to partner B. Their assignment is to recreate the design using the toothpicks. Partner A can only use verbal communication and may not physically help or look at partner B. Allow two minutes for this part of the activity, then have them switch roles. Partner B will now draw a design using seven lines and partner A will try to recreate it. After both partners have tried, discuss the difficulty of this activity and why it is so hard. Show TP #1 and discuss how we tend to communicate and how important it is that we are aware, not just of what we say, but how we say it and the impression it leaves on others.

Outcome: Comprehend the importance of non-verbal communication and the impact it has on others.

Transparency (TP) #1



PALS

Non Verbal Communications

How something is said is frequently more important than *what* is said

Behavior expresses meaning, sometimes more clearly than words

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Section 1
Activity 1.4
Instructor's Notes
The Mentoring Relationship

Activity 1.5

INSTRUCTOR'S NOTES

Purpose: Assist mentors in identifying feeling words and their uses in a mentoring relationship.

Time: 30 minutes

Materials:
Handout #2, page 204
Markers
Flip Chart Paper
Masking Tape

Group Size: Whole Group

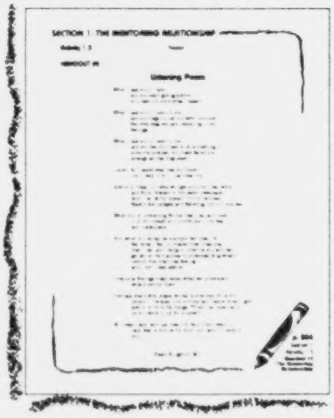
Activity: Using HO #2 (from Activity 1.3) allow each participant time to re-read "The Listening Poem," and brainstorm the feeling words expressed in each line. Write these words on the flip chart so everyone in the room can see them. When this is completed, ask the participants to discuss the overall feeling expressed in each paragraph, e.g., happy, sad, frustrated, alone, etc. Then ask some of the following questions:

- Was it easy to figure out the feelings expressed?
- Were you surprised at some of the "feeling" words?
- What other words can you think of that express your feelings about this poem that haven't already been expressed?
- How will you be able to use this exercise in your mentoring relationship?

On the flip chart, have the mentors list how this is going to help them become better mentors. Discuss.

Outcome: Comprehend the importance of identifying feelings in their mentoring relationships and how this is going to help them be better mentors.

Handout (HO) #2



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SECTION 1: THE MENTORING RELATIONSHIP

Activity 1.6

INSTRUCTOR'S NOTES

Purpose: Assist mentors in identifying feelings and emotions expressed in verbal communications.

Time: 30 minutes

Materials: Handout #3a–b, pages 205-206

Group Size: Whole Group

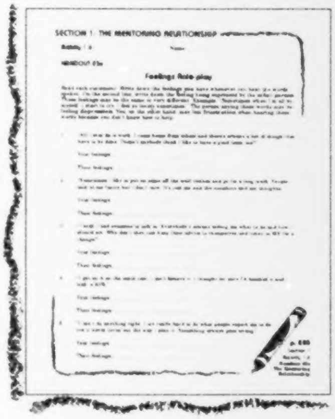
Activity: Take the list of feeling words generated from Activity 1.5 and tape the flip chart paper to the wall so everyone can see it. Review the list of feeling words. Make sure the following words or similar feelings are included on the list. If they are not, add them.

- frustration
- elation
- happiness
- hurt
- anger
- pride
- boredom
- encouragement
- jealousy
- confusion

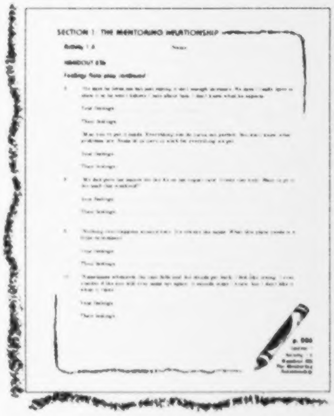
Distribute HOs #3a–b to each participant. Ask for volunteers to read and role-play the statements on the handout. At the conclusion of each statement, ask participants to identify what they felt in listening to the statement and discuss why. Then have them identify what the person making this statement might have felt and discuss why. Be sure to discuss the similarities and/or differences in the answers of the participant and the person making the statement. Ask the participants why they think or feel it is important to understand and be aware of, not just their feelings, but someone else's feelings especially when serving as a mentor. Have them share their responses.

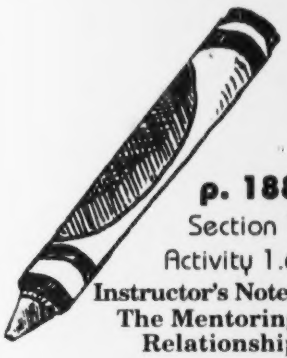
Outcome: Comprehend the importance of effective communications.

Handout (HO)#3a



Handout (HO)#3b





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Relationship

SECTION 1: THE MENTORING RELATIONSHIP

Activity 1.7

INSTRUCTOR'S NOTES

Purpose: Teach mentors the importance of "I" messages and practice using them.

Time: 30 minutes

Materials:
Handout #4, page 207
Handout #5, page 208
Transparency #2, page 222
Markers
Flip Chart Paper
Masking Tape

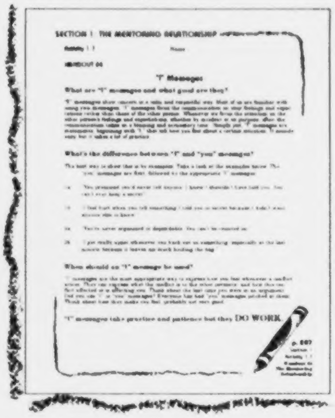
Group Size: Small Group

Activity: Distribute HO #4 and have participants volunteer to read each section aloud. Have mentors state why it is important to use "I" messages instead of "You" messages. Display TP #2 and review the guidelines and rules for "I" messages, letting participants know these guidelines can be used as blueprints for creating appropriate "I" message responses. Distribute HO #5 and, in small groups, have the participants read the "You" messages. By using the guidelines, instruct them to develop appropriate "I" message responses. Once the activity is completed, have a representative from each group be the reporter. Go around the room and have the reporter from each group respond to one statement aloud. Do this until you have one "I" response for each of the eight statements. Write the responses on the flip chart, then discuss. Ask if the response followed the guidelines. Why or why not? Did anyone else have a different response within that group or other groups? Why? Continue this process until all statements have been reviewed. Ask why this is important to the mentoring relationship.

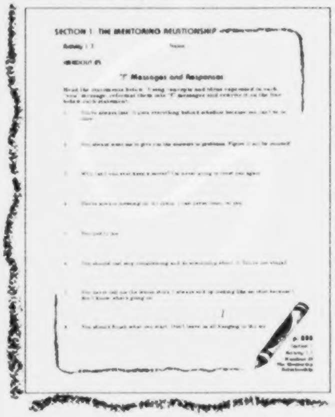
***NOTE:** This is a new process for most people and requires practice and some adjustment.*

Outcome: Comprehend the importance of "I" messages especially in developing positive mentoring relationships.

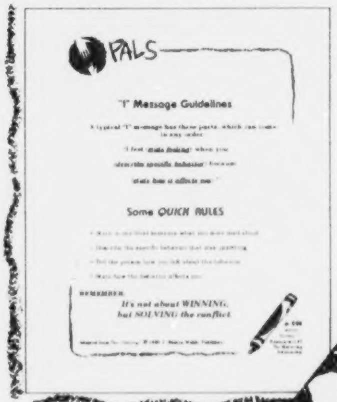
Handout (HO)#4



Handout (HO)#5



Transparency (TP)#2



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Section 1
Activity 1.7
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SECTION 2: COMPREHENDING DIVERSITY

Objective:
Participants will comprehend the issues of diversity within themselves, their pals and their communities.

- 2.1 Discussion on Prejudice
- 2.2 Definitions of Diversity
- 2.3 Evaluate Stereotyping
- 2.4 Cultural Exchange Questionnaire
- 2.5 Cultural Bag

Total Time: 2 hours, 30 minutes

Materials Needed:

- Handouts 6 – 7
- Transparencies 3 – 4
- Reading 2a – b
- Flip Chart Paper
- Markers
- Masking Tape
- Small Paper Bags
- Variety of Magazines
- Scissors
- Pens or Pencils

SECTION 2: COMPREHENDING DIVERSITY

Activity 2.1

INSTRUCTOR'S NOTES

Purpose: Help participants understand the concept of prejudice that exists within ourselves and our communities.

Time: 30 minutes

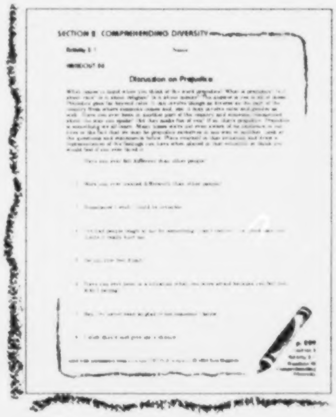
Materials: Handout #6, page 209
Flip Chart Paper
Markers

Group Size: Whole Group
Individual

Activity: Brainstorm with the whole group about what they think it means to be prejudice. Write these thoughts on the chalkboard. Distribute HO #6, one piece of flip chart paper per participant, and markers. Ask each student to read the statements presented on the handout and draw a representation of their experience in response to each statement. If they believe they haven't had an experience that relates to a specific statement, they should draw a picture showing how they think they would feel in that situation. After about 15-20 minutes, reassemble the group and have them discuss their drawings. What similarities emerged and why? What feelings seem to be common among all? What are the differences that emerged and why? How would they feel if their pal was of a different ethnic group, gender, socioeconomic status, etc.?

Outcome: Become aware of our own prejudices and how they impact others.

Handout (HO)#6



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SECTION 2: COMPREHENDING DIVERSITY

Activity 2.2

INSTRUCTOR'S NOTES

Purpose: Help participants understand diversity.

Time: 30 minutes

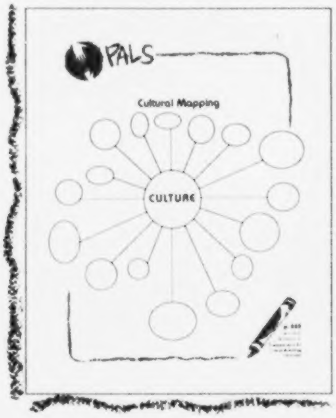
Materials: Transparency #3, page 223
Reading #2a–b, pages 230-231

Group Size: Whole Group

Activity: Discuss what the participants think diversity means and map out using TP #3. After all circles have been filled, ask the students to define what they think ...culture is? ...a race is? ...racism is? ...ethnicity is? After the discussion, distribute RD #2. Have volunteers take turns reading aloud each of the definitions and discuss. Then have someone read the story on Katrina and discuss the questions following the story.

Outcome: Understand that all people are diverse and should be accepted for who they are in total, not just for one part or another.

Transparency (TP) #3

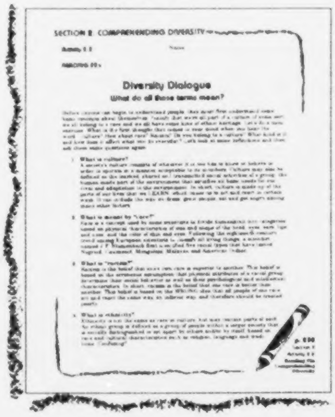


PALS

Cultural Mapping

CULTURE

Reading (RD)#2a

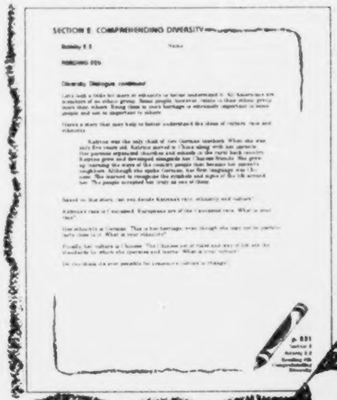


SECTION 2: COMPREHENDING DIVERSITY

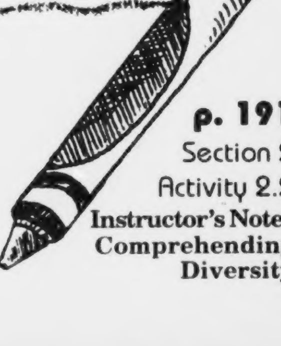
Diversity Dialogue

What do all these terms mean?

Reading (RD)#2b



SECTION 2: COMPREHENDING DIVERSITY



Activity 2.3

INSTRUCTOR'S NOTES

Purpose: Help participants understand stereotyping.

Time: 30 minutes

Materials:
Masking Tape
Flip Chart Paper
Markers

Group Size: Small Group

Activity: Divide the students into groups of five. Explain that they will work together to create a complete picture using flip chart paper and markers. Each group will select a folded piece of paper from a container, on each paper one of the following words will be written: secretary, doctor, firefighter, Mexican, judge, teacher, American Indian. Tell the groups not to look at their paper until all groups have drawn. Once all groups are ready, have them look at their paper and begin to draw their figure. Give the groups about 10 minutes to complete their drawings. When they've finished, have them tape their drawings to the wall and discuss why they drew the pictures the way they did. Was there a reason why they chose male vs. female, a certain ethnic group, or certain racial characteristics? Could the same picture be drawn in a different way? If so, how? Where did the idea to draw it this way originate? Challenge the group to find a representation, whether in a magazine or on TV, that doesn't fit the image they created. Example, a female vs. a male firefighter. What if their pal is of another gender or ethnic group?

Outcome: Become aware of how we stereotype people so that the students will not stereotype their pals.

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SECTION 2: COMPREHENDING DIVERSITY

Activity 2.4

INSTRUCTOR'S NOTES

Purpose: Help participants learn about themselves through the mirror of others.

Time: 45 minutes

Materials: Handout #7a–b, pages 210-211
Pens or Pencils for each student
Scissors
Flip Chart Paper

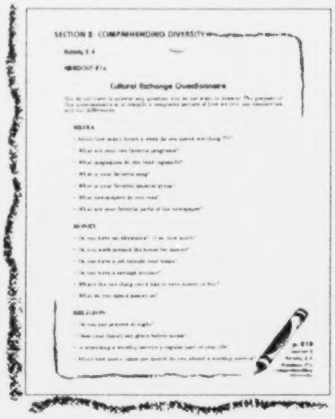
Group Size: Individual
Small Groups
Whole Group

Activity: Distribute HO #7a–b to each participant. Tell the participants the information gathered is for their own use. No one needs to answer any question with which s/he doesn't feel comfortable. All the information is anonymous. The overall purpose is to compile a collage of the similarities and differences regarding how they live their lives. Ask each participant to complete the questionnaire individually. After this is completed, each questionnaire is torn into five sections: media, money, religion, time and home life.

Divide the students into five groups. Each group will be responsible for compiling and reporting the information in their assigned areas. They will report on the differences, similarities and the surprises. Allow ample time for discussion after each report.

Outcome: Create better understanding of the mentor group as a whole.

Handout (HO) #7a



Handout (HO) #7b

Adapted from *Developing Human Potential*, Robert C. Howley and Mabel L. Howley.

Activity 2.5

INSTRUCTOR'S NOTES

Purpose: Help participants understand culture and define their cultural ingredients.

Time: 45 minutes

Materials:
Transparency #4, page 224
Various Magazines
Scissors
Small Paper Bags

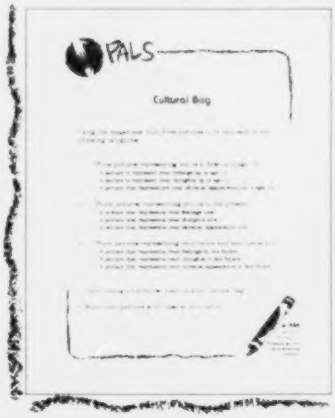
Group Size:
Whole Group
Individual
Small Group

Activity: Give each participant a bag. Explain that each bag represents the individual. Instruct them to find pictures in the magazines that represent their feelings, thoughts and physical appearances in each of the three categories listed below.

Instruct them as to the importance of expressing their individuality and why they should search for things they feel truly represent them. Show TP #4 and review the categories in which the participants will search for pictures. They should choose three pictures in each of the following categories:

- themselves as children up to the age of 12,
- themselves up to the present, and
- themselves in the future and their plans.

Transparency (TP) #4


PALS

Cultural Bag

Activity 2.5 *continued*

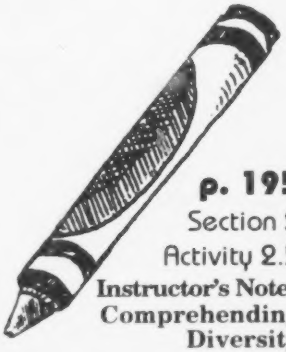
When they have completed this portion of the activity, have the participants divide into groups of four or five, then have each individual share the contents of their bag in their group. Once everyone has shared, reassemble the whole group and have them answer the following questions: What did they find...interesting? ...different? ...the same? ...surprising?

This activity will help the mentors understand themselves better as well as others. How might this affect their mentoring relationship with their pal?

NOTE: *As the instructor, observe participants' reactions through the activity. Some may struggle to find themselves through someone else's images. They usually succeed by capturing the emotion of a picture that correlates with the emotion of an event in their life. This activity can become very emotional for some students. Each participant should be encouraged to share the contents of their bag but should also feel safe to decline.*

Outcome: Becoming aware of and accepting our differences as well as our similarities is primary to developing cultural competency. While all people share common basic needs, there are many ways in which people of different cultures go about meeting those needs. These differences are part of what makes each one of us unique and special.

Adapted from Project REACH, 1987.



SECTION 3: CONTEMPORARY ISSUES IN MENTORING

Objective:

Participants will understand the concept of self-identity and gain the skills necessary for positive self-esteem. They will also develop an understanding of mentoring relationship strengths and weaknesses in high-risk situations.

SELF-IDENTITY

- 3.1 Mentoring: What's it all about?
- 3.2 Self Portrait
- 3.3 How I See Myself

CONTEMPORARY ISSUES

- 3.4 Stress
- 3.5 Choosing Alternatives
- 3.6 Mentoring Tips

Total Time: 4 hours

Materials Needed:

- Handouts 8 – 15
- Transparencies 5 – 7
- Reading 3 a–e
- Flip Chart Paper
- Markers
- Pens or Pencils

SECTION 3: CONTEMPORARY ISSUES IN MENTORING

Activity 3.1

INSTRUCTOR'S NOTES

Purpose: Help participants better understand their role as mentors.

Time: 30 minutes

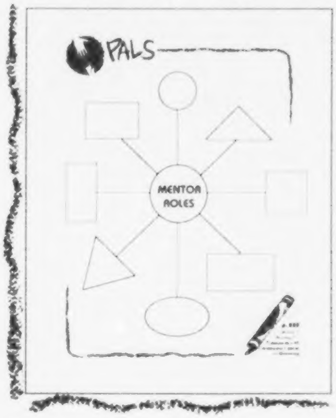
Materials: Transparency #5, page 225
Handout #8, page 212

Group Size: Whole Group

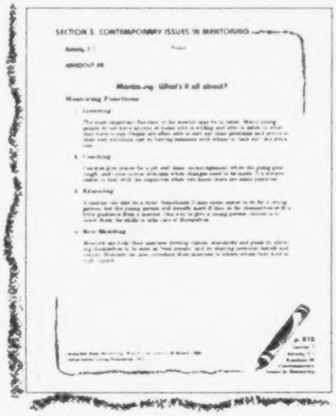
Activity: Show TP #5 and brainstorm about what the participants feel should be their role or function as mentors. After listing these on the web, distribute HO #8 and have volunteers take turns reading each mentor function and discuss. After discussing, ask or tell the participants what other roles they might play in the mentoring relationship. Make sure the mentors understand they are not trained counselors and should therefore report potentially harmful or abusive things to a counselor or teacher.

Outcome: Increase the participants' awareness of their role as mentors and the responsibilities that accompany the honor.

Transparency (TP) #5



Handout (HO)#8



Compiled from *Mentoring: What's it all about?*
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Activity 3.2

INSTRUCTOR'S NOTES

Purpose: Help participants gain a better understanding of their strengths and abilities and enable others to see these strengths as well.

Time: 45 minutes

Materials:
Transparency #6, page 226
Flip Chart Paper
Markers
Masking Tape

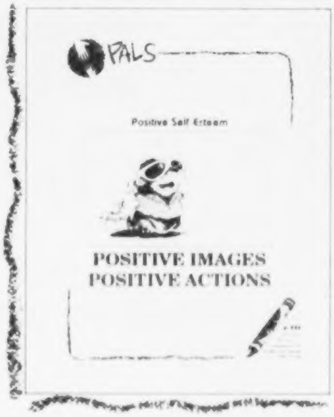
Group Size: Whole Group

Activity: Tell participants they are going to display their artistic talents. There may be some complaints about "I can't draw," or "I don't know how," but they will participate. Display TP #6 and indicate that even very simple drawings can convey their personalities. Express to participants the idea is to identify themselves as individuals to see how they perceive themselves. Give each student a piece of flip chart paper and distribute markers for all to use. In the center of the paper, they will draw a portrait of themselves. On the upper right corner, they will trace their right hand. On the lower left corner, have them draw a large heart. Ask each participant to think of five things they do well. It could be a physical or mental activity. Encourage them to think of things they may not have considered such as taking care of younger siblings, making people laugh or even whistling. Have them write these five things on the fingers of the hand in the upper right corner. Now ask each participant what kind of mentor they would like to be and have them list five qualities they think are important for this role in the heart.

After they have completed their drawings, display them around the room. Give participants a few minutes to view all the portraits. Then ask them to come back together and have those who would like to share their thoughts and feelings do so. Also, ask how this is going to make them better mentors.

Outcome: Help to see themselves as better mentors.

Transparency (TP) #6


PALS
Positive Self Esteem
POSITIVE IMAGES
POSITIVE ACTIONS

Adapted from *principal PEOPLE company*, © 1993, Ken Masters.

SECTION 3: CONTEMPORARY ISSUES IN MENTORING

Activity 3.3

INSTRUCTOR'S NOTES

Purpose: Help participants better understand themselves, their strengths and the qualities they would like to develop to become better mentors.

Time: 45 minutes

Materials:
Handout #9, page 213
Handout #10, page 214
Pens or Pencils (one per participant)

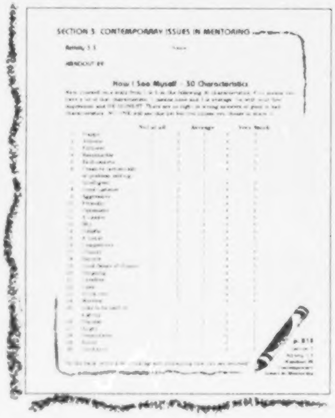
Group Size:
Individual
Pairs
Whole Group

Activity: Give each participant HO #9 and ask them to rate themselves on a scale of 1 to 5, 5 meaning you have a lot of that characteristic, 1 meaning you have none of that characteristic, with 3 being average. The key to this activity is honesty. Tell the participants the importance of honestly evaluating themselves. No one will see this list unless the participant chooses to share it. Allow about 10 minutes for participants to complete the scale. Upon completion of this activity, distribute HO #10 with which the participants will begin processing their answers. Based on their answers to the 30 Characteristics, ask each participant to fill out the six questions on the processing form.

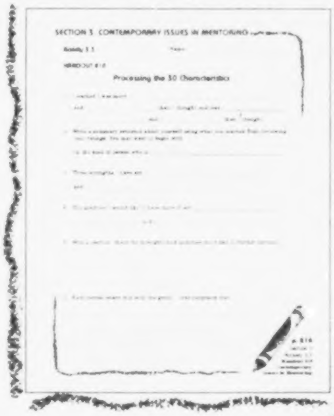
Divide the group into pairs and ask them to share their strengths and qualities with their partners. Reassemble the whole group and ask participants to share their answers to question six, and how this activity is going to make them better mentors.

Outcome: Become more aware of yourself and the impact one has on others.

Handout (HO) #9



Handout (HO)#10



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Section 3
Activity 3.3
Instructor's Notes
Contemporary
Issues in Mentoring

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Activity 3.4

INSTRUCTOR'S NOTES

Purpose: Help participants learn about themselves through the mirror of others.

Time: 45 minutes

Materials:
Handout #11a–b, pages 215-216
Handout #12, page 217
Transparency #7, page 227
Markers
Flip Chart Paper

Group Size: Whole Group

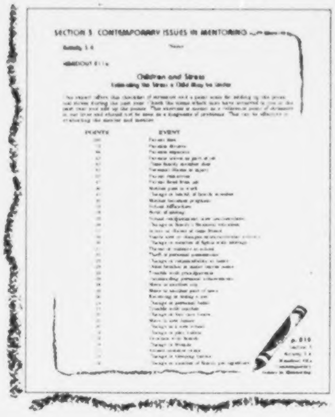
Activity: Begin by asking the group to think about the things that cause them stress. Draw a big circle on a piece of flip chart paper. Imagine taking the answers the young people give and tossing them in a huge pile in the middle of the floor. That huge pile is the circle on the paper. As the participants share their answers, write them down inside the circle. As they call out different answers, have them explain how they feel this causes stress. Give each participant a copy of HO #11 – Children and Stress. Ask them to circle the items they feel have caused stress in their lives during the past year. Add up the score. Now ask these questions: How do you handle stress? Do you think a mentoring relationship will cause stress? If so, in what ways?

Display TP # 7 – Getting a Handle on Stress, and give each participant HO #12. Review each stress handler with the group. Ask each participant to select their favorites, which ones have they used and which ones will they try.

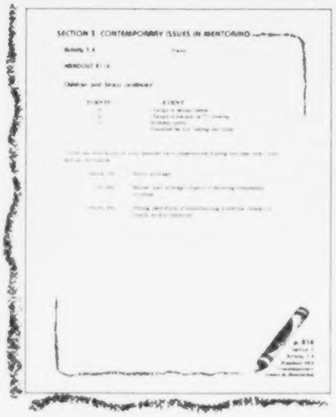
Outcome: Learn how to better handle stress.

NOTE: *TP #7 isn't shown here. Refer to Appendix B.*

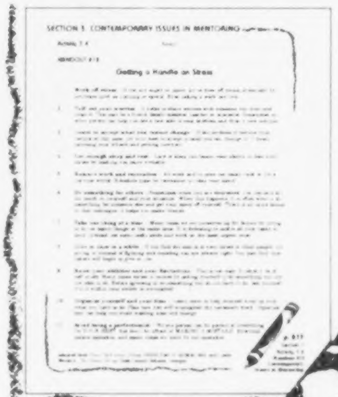
Handout (HO) #11a

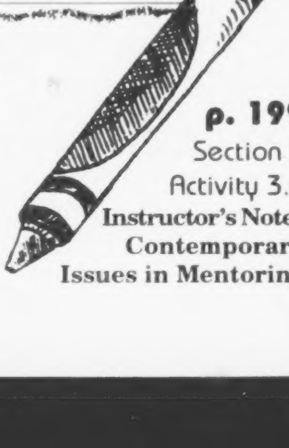


Handout (HO) #11b



Handout (HO) #12





Activity 3.5

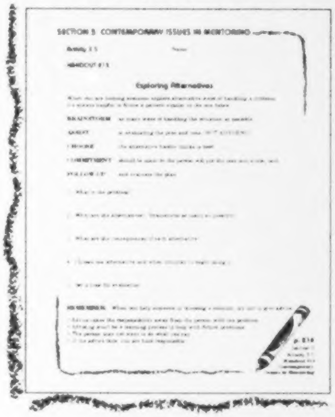
INSTRUCTOR'S NOTES

Purpose:	Help participants explore alternatives and learn the skills necessary to facilitate exploring alternatives with their pals.
Time:	30 minutes
Materials:	Handout #13, page 218 Handout #14, page 219 Pens or pencils for participants Seven pieces of paper
Group Size:	Whole Group Small Group

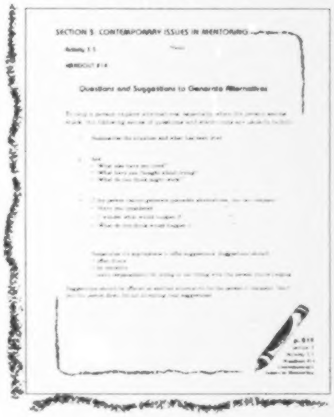
Activity: Open this activity by asking the questions, "When would it be necessary for someone or yourself to explore alternatives?" What would you do if your mentee came to you with a problem and wanted you to help?" Give each participant a copy of HO #13. Review each section carefully and answer any questions that may arise. Express the importance of not giving advice, but rather allowing others to develop solutions with a mentor's guidance. Divide the group into five smaller groups. Place five sheets of paper in a container and include the following statements on the sheets.

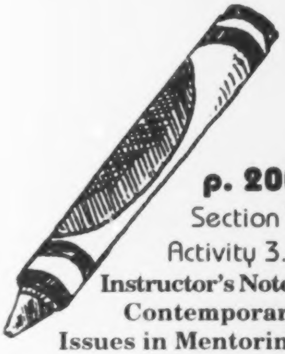
- My best friend wants me to get drunk this weekend.
- My boyfriend/girlfriend thinks we're ready to have sex.
- My mom and dad are getting a divorce.
- The school bully says I'll be beaten to a pulp if I don't help cheat on a test.
- My mom wants us to move to a new town but I like it here with my friends.

Handout (HO) #13



Handout (HO) #14





Adapted from *Peer Helping*, © 1990, J. Weston Walch, Publisher.

Activity 3.5 *continued*

Using the Exploring Alternatives Model, let each group complete HO #13. Let each small group share their alternatives with the whole group. There will be lively discussion. Be careful to avoid giving advice or allowing others to give advice. Each group should come to their own conclusions. If a group appears stuck, share HO #14, Questions and Suggestions. Give each participant a copy of HO #14 and carefully review each section.

Outcome: Assist participants in exploring alternatives and solving problems with their pals.

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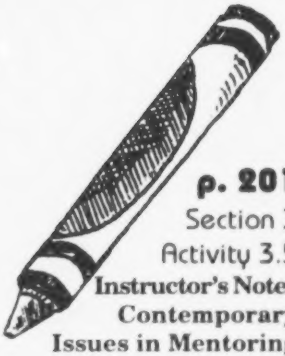
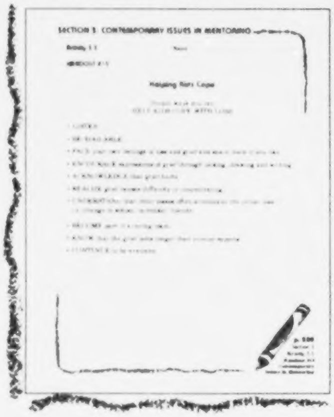


Activity 3.6

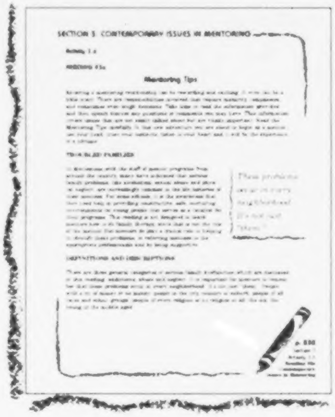
INSTRUCTOR'S NOTES

Purpose:	Help participants understand different types of issues that may arise during their mentoring relationship and how to cope with those issues.
Time:	45 minutes
Materials:	Handout #15, page 220 Reading #3a–e, pages 232-236
Group Size:	Whole Group
Activity:	Distribute HO #15 and RD #3a–e. Have participants take turns reading. After each section, stop and discuss each issue. Together make a list of rules that the mentors will abide by.
Outcome:	Mentors will understand when they must report something to the teacher or counselor.

Handout (HO) #15



Reading (RD) #3a



Reading (RD) #3b

Reading (RD) #3c

Reading (RD) #3d

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Section 3
Activity 3.6
Instructor's Notes
Contemporary
Issues in Mentoring

APPENDIX A: HANDOUTS

- Section 1: 1, 2, 3a–b, 4, 5
- Section 2: 6, 7a–b
- Section 3: 8, 9, 10, 11a–b, 12, 13, 14, 15

SECTION 1: THE MENTORING RELATIONSHIP HANDOUTS

- Handout #1: Listening Activity
- Handout #2: Listening Poem
- Handout #3a–b: Feelings Role-play
- Handout #4: "I" Messages
- Handout #5: "I" Messages and Responses

Activity 1.1 Name ______________________________

HANDOUT #1

Listening Activity
Agree/Disagree/Unsure

Read each statement below. Decide whether you agree, disagree or are unsure about each statement.

1. Whenever someone comes to you with a problem, the best thing to do is tell them what you would do in that situation.
2. People with higher IQ's are less guillible than those with lower IQ's. (Someone who is easily manipulated is not very intelligent.)
3. When a person is talking, the speaker is totally responsible for making sure you understand the conversation.
4. Telling someone, "Don't worry, it'll all work out," is a good thing to say whenever presented with another person's situation.
5. We should carefully analyze and try to diagnose the hidden meanings behind conversations, explaining to the person that you understand their problem.
6. Listening and hearing are basically the same thing.
7. In communication, it's best to avoid the "you shoulds" and "you wills."
8. Whenever someone comes to me with a problem, it's up to me to point out the facts and make sure the solutions are logical.
9. Whenever a friend comes to me with a problem, once I know about it, it becomes my problem too.
10. Some people are just born listeners.

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Section 1
Activity 1.1
Handout #1
The Mentoring Relationship

Activity 1.3

Name ______________________________

HANDOUT #2

Listening Poem

When I ask you to listen
and you start giving advice,
you have not done what I asked.

When I ask you to listen to me
and you begin to tell me why I shouldn't
feel that way, you are trampling on *my*
feelings.

When I ask you to listen to me
and you feel you have to do something to
solve my problem, you have failed me,
strange as that may seem.

Listen! All I asked was that you listen,
not to talk or do — just hear me.

Advice is cheap: 10 cents will get you both Dear Abby
and Billy Graham in the same newspaper.
And I can *do* for myself. I'm not helpless.
Maybe discouraged and faltering, but not helpless.

When you do something for me that I can and need
to do for myself, you contribute to my fear
and inadequacy.

But, when you accept as a simple fact that I do
feel what I feel, no matter how irrational,
then I can quit trying to convince you and can
get about the business of understanding what's
behind this irrational feeling
and I don't need advice.

Irrational feelings make sense when we understand
what's behind them.

Perhaps that's why prayer works, sometimes, for some
people — because God is mute, and he/she doesn't give
advice or try to fix things. "They" just listen and
let you work it out for yourself.

So please listen and just hear me. And, if you want to
talk, wait a minute for your turn, and I'll listen to
you.

Ralph Roughton, M.D.

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Section 1
Activity 1.3
Handout #2
The Mentoring
Relationship

Activity 1.6 Name ______________________________

HANDOUT #3a

Feelings Role-play

Read each statement. Write down the feelings ***you*** have whenever you hear the words spoken. On the second line, write down the feeling being expressed by the ***other person.*** These feelings may be the same or very different. Example: “Sometimes when I'm all by myself, I start to cry. I feel so lonely sometimes.” The person saying these words may be feeling **depression.** You, on the other hand, may feel **frustration** when hearing these words because you don't know how to help.

1. “All I ever do is work. I come home from school and there's always a list of things that have to be done. Doesn't anybody think I like to have a good time, too?”

   Your feelings______________________________

   Their feelings______________________________

2. “Sometimes I like to put on some off-the-wall clothes and go for a long walk. People look at me funny but I don't care. It's just me and the sunshine and my thoughts.”

   Your feelings______________________________

   Their feelings______________________________

3. “I wish I had someone to talk to. Everybody's always telling me what to do and how I should act. Why don't they just keep their advice to themselves and listen to ME for a change?”

   Your feelings______________________________

   Their feelings______________________________

4. “I got an A on the math test. I can't believe it. I thought for sure I'd bombed it and look, a 93%.”

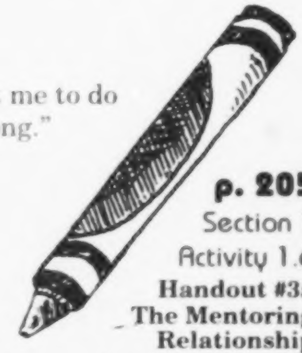
   Your feelings______________________________

   Their feelings______________________________

5. “I can't do anything right. I try really hard to do what people expect me to do but it never turns out the way I plan it. Something always goes wrong.”

   Your feelings______________________________

   Their feelings______________________________



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Section 1
Activity 1.6
Handout #3a
The Mentoring
Relationship

Activity 1.6 Name ________________________________

HANDOUT #3b

Feelings Role-play *continued*

6. "He says he loves me but just saying it isn't enough anymore. He says I really have to show it or he won't believe I care about him. I don't know what he expects."

Your feelings________________________________

Their feelings________________________________

7. "Man you've got it made. Everything you do turns out perfect. You don't know what problems are. Some of us have to work for everything we get."

Your feelings________________________________

Their feelings________________________________

8. "My dad gave me money for the A's on my report card. Pretty cool huh? Want to go to the mall this weekend?"

Your feelings________________________________

Their feelings________________________________

9. "Nothing ever happens around here. It's always the same. What this place needs is a little excitement."

Your feelings________________________________

Their feelings________________________________

10. "Sometimes whenever the rain falls and the clouds get dark, I feel like crying. I even wonder if the sun will ever come out again. It sounds crazy I know, but I don't like it when it rains."

Your feelings________________________________

Their feelings________________________________

Activity 1.7 Name ______________________________

HANDOUT #4

"I" Messages

What are "I" messages and what good are they?

"I" messages show concern in a calm and respectful way. Most of us are familiar with using **you messages.** "I" messages focus the communication on your feelings and expectations rather than those of the other person. Whenever we focus the attention on the other person's feelings and expectations, whether by accident or on purpose, often the communication takes on a blaming and accusatory tone. Simply put, "I" messages are statements, beginning with "I," that tell how you feel about a certain situation. It sounds easy, but it takes a lot of practice.

What's the difference between "I" and "you" messages?

The best way to show this is by examples. Take a look at the examples below. The "you" messages are first, followed by the appropriate "I" messages.

1a. "You promised you'd never tell anyone. I knew I shouldn't have told you. You can't ever keep a secret!"

1b. "I feel hurt when you tell something I told you in secret because I didn't want anyone else to know."

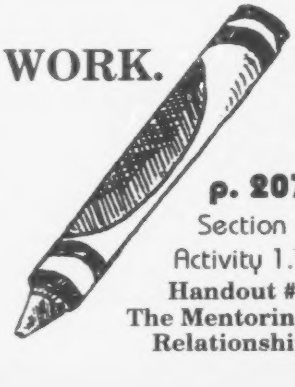
2a. "You're never organized or dependable. You can't be counted on."

2b. "I get really upset whenever you back out on something, especially at the last minute because it leaves me stuck holding the bag."

When should an "I" message be used?

"I" messages are the most appropriate way to express how you feel whenever a conflict arises. They can express what the conflict is to the other person(s) and how this conflict affected or is affecting you. Think about the last time you were in an argument. Did you use "I" or "you" messages? Everyone has had "you" messages pitched at them. Think about how they make you feel, probably not very good.

"I" messages take practice and patience but they DO WORK.



Activity 1.7 Name ______________________________

HANDOUT #5

"I" Messages and Responses

Read the statements below. Using concepts and ideas expressed in each "you" message, reformat them into "I" messages and rewrite it on the line below each statement.

1. You're always late. It puts everything behind schedule because you can't be on time.

____

____

2. You always want me to give you the answers to problems. Figure it out for yourself.

____

____

3. Why can't you ever keep a secret? I'm never going to trust you again.

____

____

4. You're always messing up my plans. I can never count on you.

____

____

5. You lied to me.

____

____

6. You should just stop complaining and do something about it. You're not stupid.

____

____

7. You never tell me the whole story. I always end up looking like an idiot because I don't know what's going on.

____

____

8. You should finish what you start. Don't leave us all hanging in the air.

____

____

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Section 1
Activity 1.7
Handout #5
The Mentoring Relationship

SECTION 2: COMPREHENDING DIVERSITY HANDOUTS

- Handout #6: Discussion on Prejudice
- Handout #7a–b: Cultural Exchange Questionnaire

SECTION 2: COMPREHENDING DIVERSITY

Activity 2.1 Name ______________________________

HANDOUT #6

Discussion on Prejudice

What comes to mind when you think of the word prejudice? What is prejudice? Is it about race? Is it about religion? Is it about money? The answer is yes to all of these. Prejudice goes far beyond color. It can involve things as diverse as the part of the country from where someone comes and, yes, it may involve color and gender as well. Have you ever been in another part of the country and someone commented about the way you spoke? Did they make fun of you? If so, that's prejudice. Prejudice is something we all learn. Many times we're not even aware of its existence in our lives or the fact that we may be prejudice ourselves in one way or another. Look at the questions and statements below. Place yourself in that situation and draw a representation of the feelings you have when placed in that situation or think you would feel if you ever faced it.

1. Have you ever felt different than other people?
2. Were you ever treated differently than other people?
3. Sometimes I wish I could be invisible.
4. I've had people laugh at me for something I can't control. I laughed also, but inside it really hurt me.
5. Do you ever feel dumb?
6. Have you ever been in a situation when you were afraid because you felt you didn't belong?
7. Boy, I've never been so glad to see someone I knew.
8. I wish they'd just give me a chance.

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Section 2
Activity 2.1
Handout #6
Comprehending
Diversity

Activity 2.4 Name ______________________________

HANDOUT #7a

Cultural Exchange Questionnaire

You do not have to answer any question you do not want to answer. The purpose of this questionnaire is to compile a composite picture of how we live, our similarities and our differences.

MEDIA

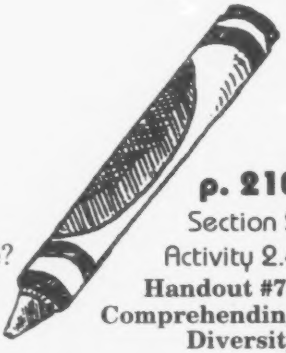
- About how many hours a week do you spend watching TV?
- What are your two favorite programs?
- What magazines do you read regularly?
- What is your favorite song?
- What is your favorite musical group?
- What newspapers do you read?
- What are your favorite parts of the newspaper?

MONEY

- Do you have an allowance? If so, how much?
- Do you work around the house for money?
- Do you have a job outside your home?
- Do you have a savings account?
- What's the one thing you'd like to save money to buy?
- What do you spend money on?

RELIGION

- Do you say prayers at night?
- Does your family say grace before meals?
- Is attending a worship service a regular part of your life?
- About how many times per month do you attend a worship service?



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Section 2
Activity 2.4
Handout #7a
Comprehending
Diversity

Activity 2.4 Name ______________________________

HANDOUT #7b

Cultural Exchange Questionnaire *continued*

TIME

- What time do you get up on school mornings? On weekends?
- What time do you go to bed on school nights?
- How much time do you spend on homework?
- What time do you usually eat supper?
- Do you wear a watch? Is it important to you?

HOME LIFE

- What is the first thing you do when you get home from school?
- Does your family eat dinner together?
- Who washes the dishes?
- Who prepares the meals?
- Who makes your bed?
- How many parents do you live with?
- What other adults live with you?
- Do you have a room of your own or do you share one?
- Do you have pets? If so, what kind?

SECTION 3: CONTEMPORARY ISSUES IN MENTORING HANDOUTS

- Handout #8: Mentoring: What's it all about?
- Handout #9: How I See Myself, 30 Characteristics
- Handout #10: Processing the 30 Characteristics
- Handout #11a–b: Children and Stress
- Handout #12: Getting a Handle on Stress
- Handout #13: Exploring Alternatives
- Handout #14: Questions and Suggestions to Generate Alternatives
- Handout #15: Helping Kids Cope

Activity 3.1 Name ______________________________

HANDOUT #8

Mentoring: What's it all about?

Mentoring Functions

1. **Listening**

   The most important function of the mentor may be to listen. Many young people do not have anyone at home who is willing and able to listen to what they have to say. People are often able to sort out their problems and arrive at their own solutions just by having someone with whom to "talk out" the situation.

2. **Coaching**

   Coaches give praise for a job well done, encouragement when the going gets tough, and *constructive* criticism when changes need to be made. It's always easier to deal with the negatives when you know there are some positives.

3. **Educating**

   A mentor can also be a tutor. Sometimes it may seem easier to do for a young person, but the young person will benefit more if they do for themselves with a little guidance from a mentor. One way to give a young person control is to teach them the skills to take care of themselves.

4. **Role Modeling**

   Mentors can help their mentees develop values, standards and goals by allowing themselves to be seen as "real people" and by sharing personal beliefs and values. Mentors can also introduce their mentees to others whom they hold in high regard.

(compiled from *Mentoring: What's it all about?* © March 1989, Independent Living Resources, INC.)

Activity 3.3 Name ______________________________

HANDOUT #9

How I See Myself – 30 Characteristics

Rate yourself on a scale from 1 to 5 on the following 30 characteristics. Five means you have a lot of that characteristic, 1 means none and 3 is average. Go with your first impression and BE HONEST. There are no right or wrong answers or good or bad characteristics. NO ONE will see this list but you unless you choose to share it.

		Not at all		Average		Very Much
1.	Happy	1	2	3	4	5
2.	Athletic	1	2	3	4	5
3.	Follower	1	2	3	4	5
4.	Responsible	1	2	3	4	5
5.	Enthusiastic	1	2	3	4	5
6.	Creative (artistically or problem solving)	1	2	3	4	5
7.	Intelligent	1	2	3	4	5
8.	Good Listener	1	2	3	4	5
9.	Aggressive	1	2	3	4	5
10.	Friendly	1	2	3	4	5
11.	Optimistic	1	2	3	4	5
12.	A Leader	1	2	3	4	5
13.	Shy	1	2	3	4	5
14.	Helpful	1	2	3	4	5
15.	A Loner	1	2	3	4	5
16.	Competitive	1	2	3	4	5
17.	Clumsy	1	2	3	4	5
18.	Sincere	1	2	3	4	5
19.	Good Sense of Humor	1	2	3	4	5
20.	Outgoing	1	2	3	4	5
21.	Carefree	1	2	3	4	5
22.	Open	1	2	3	4	5
23.	Attractive	1	2	3	4	5
24.	Worried	1	2	3	4	5
25.	Like to be part of a group	1	2	3	4	5
26.	Popular	1	2	3	4	5
27.	Angry	1	2	3	4	5
28.	Dependable	1	2	3	4	5
29.	Bored	1	2	3	4	5
30.	Confident	1	2	3	4	5

On the back, write a short paragraph explaining how you see yourself.

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Activity 3.3
Handout #9
Contemporary
Issues in Mentoring

Activity 3.3 Name ________________________________

HANDOUT #10

Processing the 30 Characteristics

1. I learned I was more ____________________, ____________________ and ____________________ than I thought and less ____________________, ____________________, and ____________________ than I thought.

2. Write a summary sentence about yourself using what you learned from reviewing your ratings. You may want to begin with:

   I'm the kind of person who is ________________________________.

3. Three strengths I have are: ____________________, ____________________, and ____________________.

4. The qualities I would like to have more of are____________________, ____________________, and ____________________.

5. With a partner, share the strengths and qualities you'd like to further develop.

   ____

   ____

   ____

6. Each person share this with the group: I was surprised that ____________________

   ____

   ____

   ____.

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Activity 3.3
Handout #10
Contemporary
Issues in Mentoring

Activity 3.4 Name ______________________________

HANDOUT #11a

Children and Stress

Estimating the Stress a Child May be Under

One expert offers this checklist of stressors and a point scale for adding up the potential stress during the past year. Check the items which may have occurred to you in the past year and add up the points. This exercise is meant as a reference point of stressors in our lives and should not be seen as a diagnosis of problems. This can be effective in evaluating the mentor and mentee.

POINTS	EVENT
100	Parent dies
73	Parents divorce
65	Parents separate
63	Parents travel as part of job
63	Close family member dies
53	Personal illness or injury
50	Parent remarries
47	Parent fired from job
45	Mother goes to work
44	Change in health of family member
40	Mother becomes pregnant
39	School difficulties
39	Birth of sibling
39	School readjustment (new teacher/class)
38	Change in family's financial situation
37	Injury or illness of close friend
36	Starts new or changes extracurricular activity
35	Change in number of fights with siblings
31	Threat of violence at school
30	Theft of personal possessions
29	Change in responsibility at home
29	Older brother or sister leaves home
29	Trouble with grandparents
28	Outstanding personal achievement
26	Move to another city
26	Move to another part of town
25	Receiving or losing a pet
24	Change in personal habit
24	Trouble with teacher
20	Change in day-care hours
20	Move to new house
20	Change to a new school
19	Change in play habits
19	Vacation with family
18	Change in friends
17	Attend summer camp
16	Change in sleeping habits
15	Change in number of family get-togethers

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Contemporary
Issues in Mentoring

Activity 3.4 Name ______________________________

HANDOUT #11b

Children and Stress *continued*

POINTS	EVENT
15	Change in eating habits
13	Change in amount of TV viewing
12	Birthday party
11	Punished for not "telling the truth"

Circle the events you or your mentee have experienced during the past year, then add up the points.

Below 150	About average
150-300	Better than average chance of showing symptoms of stress
Above 300	Strong likelihood of experiencing a serious change in health and/or behavior

Activity 3.4 Name ______________________________

HANDOUT #12

Getting a Handle on Stress

1. **Work off stress –** If you are angry or upset, try to blow off steam physically by activities such as running or sports. Even taking a walk can help.

2. **Talk out your worries –** It helps to share worries with someone you trust and respect. This may be a friend, family member, teacher or counselor. Sometimes another person can help you see a new side to your problem and thus, a new solution.

3. **Learn to accept what you cannot change –** If the problem is beyond your control at this time, try your best to accept it until you can change it. It beats spinning your wheels and getting nowhere.

4. **Get enough sleep and rest –** Lack of sleep can lessen your ability to deal with stress by making you more irritable.

5. **Balance work and recreation –** All work and no play can make Jack or Jill a nervous wreck! Schedule time for recreation to relax your mind.

6. **Do something for others –** Sometimes when you are distressed, you concentrate too much on yourself and your situation. When this happens, it is often wise to do something for someone else and get your mind off yourself. There is an extra bonus in this technique: it helps you make friends.

7. **Take one thing at a time –** Many times we set ourselves up for failure by trying to do too many things at the same time. It is defeating to tackle all your tasks at once. Instead, set some tasks aside and work on the most urgent ones.

8. **Give in once in a while –** If you find the source of your stress is other people, try giving in instead of fighting and insisting you are always right. You may find that others will begin to give in, too.

9. **Know your abilities and your limitations –** This is not easy. It takes a lot of self-study. Many times stress is caused by asking yourself to do something you are not able to do. Before agreeing to do something you do not have to do, ask yourself if it is within your ability to accomplish.

10. **Organize yourself and your time –** Learn ways to help yourself keep up with what you have to do. Plan how you will accomplish the necessary work. Organization can help you avoid wasting time and energy.

11. **Avoid being a perfectionist –** No one person can be perfect at everything. Do YOUR BEST, but don't be afraid of MAKING A MISTAKE. Everyone makes mistakes, and many times we learn by our mistakes.

(adapted from *Plain Talk About Stress*, DHHS Publ. # (ADM)81-502, and Linda Worley's, *The Stress Group*, Cobb County Schools, Georgia)

Activity 3.5 Name ______________________________

HANDOUT #13

Exploring Alternatives

When you are helping someone explore alternative ways of handling a problem, it's always helpful to follow a pattern similar to the one below:

BRAINSTORM	as many ways of handling the situation as possible;
ASSIST	in evaluating the pros and cons (NOT ADVISING);
CHOOSE	the alternative he/she thinks is best;
COMMITMENT	should be made by the person will put the plan into action; and,
FOLLOW-UP	and evaluate the plan.

1. What is the problem?

2. What are the alternatives? (Brainstorm as many as possible)

3. What are the consequences of each alternative?

4. Choose one alternative and when you plan to begin using it.

5. Set a time for evaluation.

REMEMBER: When you help someone in choosing a solution, try not to give advice.

- Advice takes the responsibility away from the person with the problem.
- Advising won't be a learning process to help with future problems.
- The person may not want to do what you say.
- If the advice fails, you are held responsible.

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Activity 3.5 Name ______________________________

HANDOUT #14

Questions and Suggestions to Generate Alternatives

To help a person explore alternatives, especially when the person seems stuck, the following series of questions and statements are usually helpful.

1. Summarize the situation and what has been tried.

2. Ask:
   - "What else have you tried?"
   - "What have you thought about trying?"
   - "What do you think might work?"

3. If the person cannot generate plausible alternatives, you can comment:
   - "Have you considered_______________________?"
   - "I wonder what would happen if_______________?"
   - "What do you think would happen if_____________?"

Sometimes it's appropriate to offer suggestions. Suggestions should:
- offer choice
- be tentative
- leave responsibility for trying or not trying with the person you're helping

Suggestions should be offered as another alternative for the person to consider. Don't put the person down for not accepting your suggestions.

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Handout #14
Contemporary
Issues in Mentoring

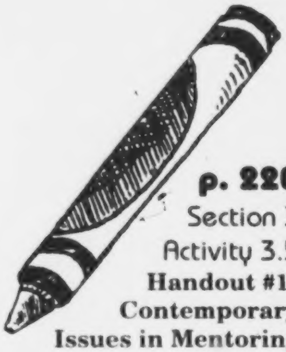
Activity 3.5 Name ________________________________

HANDOUT #15

Helping Kids Cope

Simple ways you can
HELP KIDS COPE WITH LOSS

- LISTEN.
- BE AVAILABLE.
- FACE your own feelings of loss and grief and share them if you like.
- ENCOURAGE expressions of grief through talking, drawing and writing.
- ACKNOWLEDGE that grief hurts.
- REALIZE grief causes difficulty in concentrating.
- UNDERSTAND that other losses often accompany the initial loss, i.e. change in school, caretaker, friends.
- BECOME part of a caring team.
- KNOW that the grief lasts longer than anyone expects.
- CONTINUE to be available.



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APPENDIX B: TRANSPARENCIES

- Section 1: 1, 2
- Section 2: 3, 4
- Section 3: 5, 6, 7

Non-Verbal Communications

How **something is said is frequently more important than** ***what*** **is said.**

Behavior expresses meaning, sometimes more clearly than words.

Adapted from *Peer Helping*, © 1990 J. Walch, Publisher.

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Transparency #1
The Mentoring
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PALS

"I" Message Guidelines

A typical "I" message has three parts, which can come in any order.

"I feel (*state feeling*) when you

(*describe specific behavior*) because

(*state how it affects you*)."

Some *QUICK* RULES

- State in one brief sentence what you were mad about.
- Describe the specific behavior that was upsetting.
- Tell the person how you felt about the behavior.
- State how the behavior affects you.

REMEMBER:

It's not about WINNING,
but SOLVING the conflict.

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Section 1
Activity 1.7
Transparency #2
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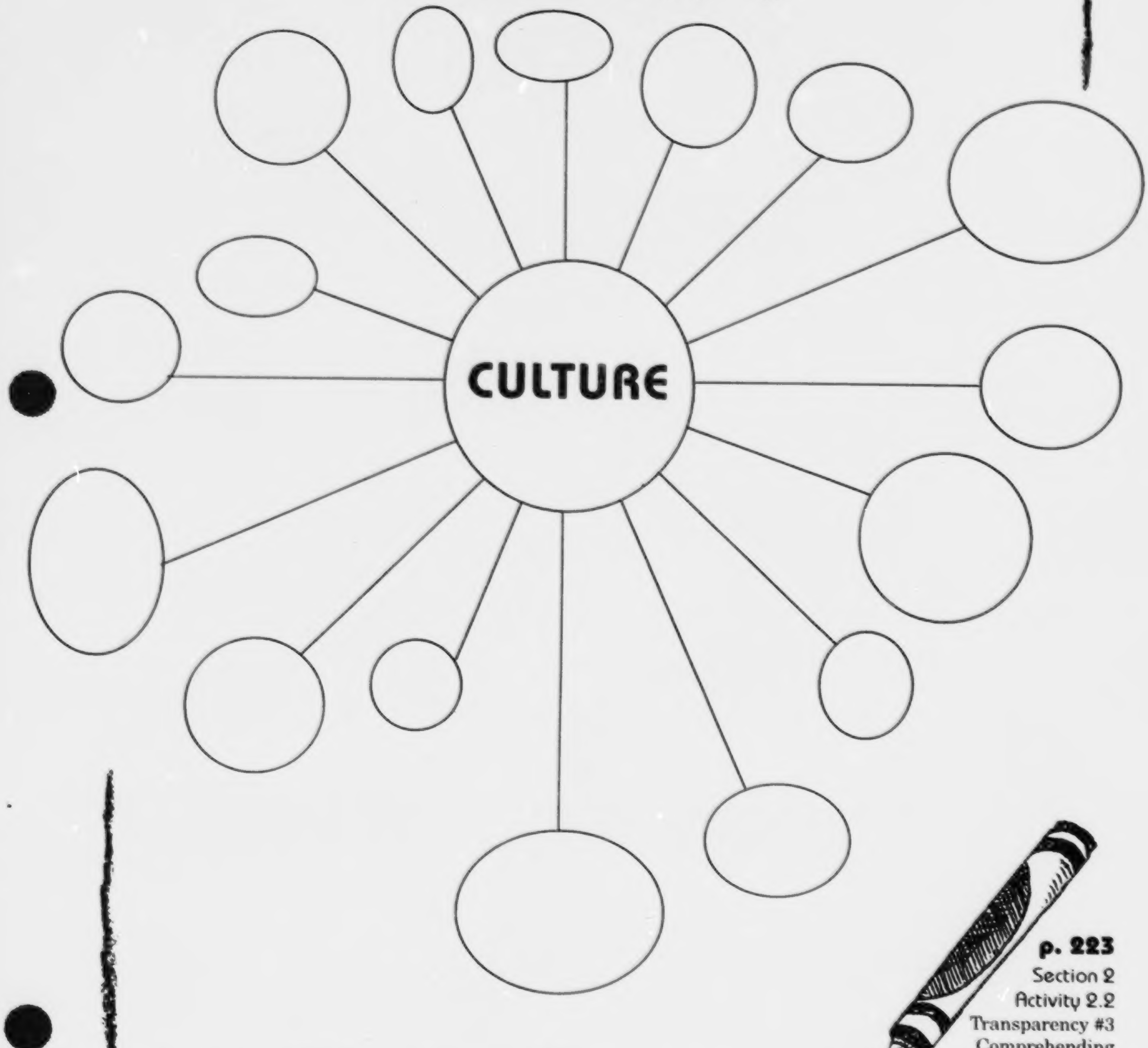
SECTION 2: COMPREHENDING DIVERSITY TRANSPARENCIES

- Transparency #3: Cultural Mapping
- Transparency #4: Cultural Bag

PALS

Cultural Mapping



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Transparency #3
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Cultural Bag

Using the magazines, find three pictures to fit into each of the following categories.

1. Three pictures representing you as a child up to age 12.
   - A picture to represent your feelings up to age 12.
   - A picture to represent your thoughts up to age 12.
   - A picture that represented your physical appearance up to age 12.
2. Three pictures representing you up to the present.
   - A picture that represents your feelings now.
   - A picture that represents your thoughts now.
   - A picture that represents your physical appearance now.
3. Three pictures representing your future and your plans for it.
   - A picture that represents your feelings in the future.
   - A picture that represents your thoughts in the future.
   - A picture that represents your physical appearance in the future.

- Upon finding all pictures, place in your cultural bag.
- Share your pictures with those at your table.

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Activity 2.5
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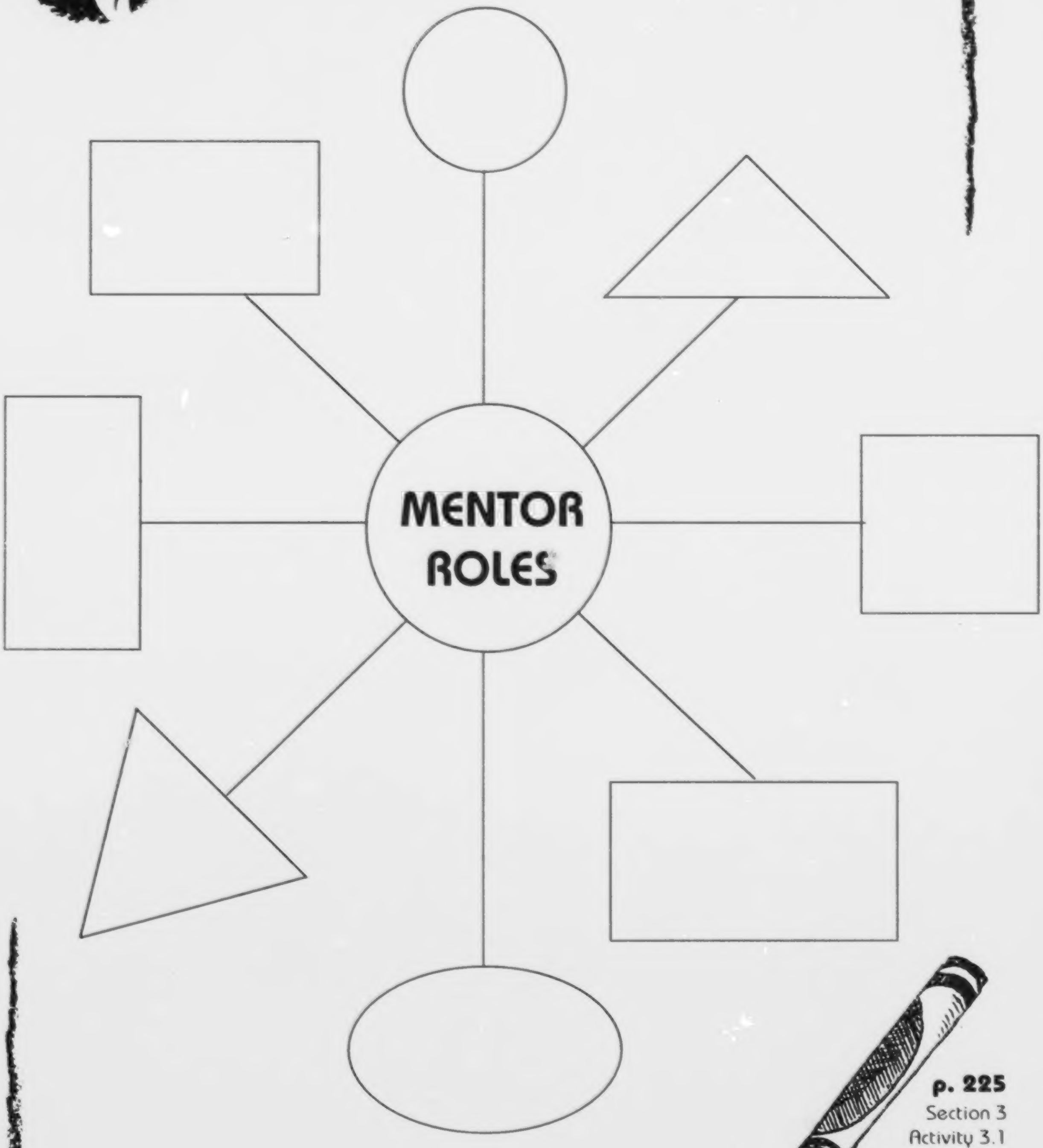
SECTION 3: CONTEMPORARY ISSUES IN MENTORING TRANSPARENCIES

- Transparency #5: Mentor Roles
- Transparency #6: Positive Self-Esteem
- Transparency #7: Getting a Handle on Stress

PALS


MENTOR
ROLES

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PALS

Positive Self-Esteem

POSITIVE IMAGES
POSITIVE ACTIONS

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Activity 3.2
Transparency #6
Contemporary Issues
in Mentoring

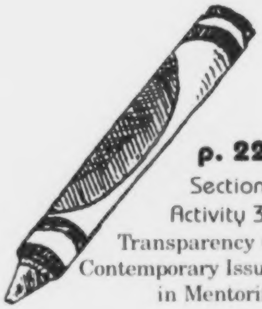
PALS

Getting a Handle on Stress

Things "I" can do!

- Work Off Stress
- Talk Out Your Worries
- Learn to Accept What We Can't Change
- Get Enough Sleep and Rest
- Balance Work and Recreation
- Do Something for Others
- Take One Thing at a Time
- Give in Once in Awhile
- Avoid Being a Perfectionist
- Know Your Abilities and Limitations
- Organize Yourself and Your Time

(adapted from *Plain Talk About Stress*, DHHS Publication # (ADM)81-502, and Linda Worley's *The Stress Group*, Cobb County Schools, Georgia)



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Transparency #7
Contemporary Issues
in Mentoring

Activity 1.2

READING #1a

Eight Communication Jammers

Any relationship with another human being must begin with communication in one form or another. The quality of that relationship often depends on the quality of the communication. Much of the communication we use in our daily lives involves some negative habits. Imagine how you feel when someone nags, reminds, criticizes, threatens, lectures, advises, or ridicules you. Many times the person doing this to you isn't aware of the feelings these actions cause. Whether we are aware of these habits or not, they promise to lessen the quality of our relationships.

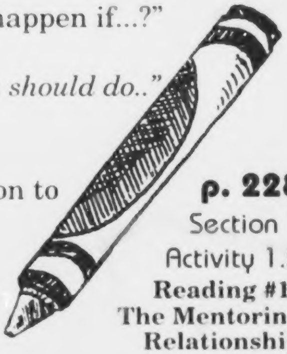
Look at the eight communication jammers that follow and pick out the ones you use most often. Take time to discuss why these are not helpful in maintaining satisfying relationships.

1. **Ordering, commanding:** *"You must," "You will", "You have to".*
   A great way to create a power struggle-implies you are a superior. Usually successful in producing anger and resistance. A favorite counter to this jammer is "Make me." It is more helpful to ask for cooperation and to give choices:
   "I would appreciate ______________________________."
   "Would you rather ____________________ or ____________________?"
   "It's your choice; you can either ____________________ or ____________________."

2. **Warning, threatening:** *"If you do that, you'll be sorry." "You'd better not do that if you know what's good for you."*
   Don't invite testing and threats unless you want a fight. This usually builds hostility. Consequences and action methods are more effective. (Simply state what you plan to do when– and then do it. No further reminders. Act–don't talk.)

3. **Moralizing, preaching:** The *shoulds, oughts and musts*–trying to control by guilt. Often the person only hears the control part and resists, without considering the reasons or consequences. It's much more effective to listen, problem-solve: "Have you thought what might happen...?" or "What do you think might happen if...?"

4. **Advising, giving solutions:** *"Now if it were up to me..." or "What you should do.."*
   Some reasons for not giving advice:
   *Often advice is resisted
   *You don't want the person dependent on you; you want the person to think for herself or himself.
   *If the person takes your advice and it doesn't work, guess who's held responsible.



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Reading #1a
The Mentoring Relationship

SECTION 1: THE MENTORING RELATIONSHIP

Activity 1.2

READING #1b

5. **Lecturing, giving logical arguments:** Trying to prove your point with "the facts": *"You're wrong here," and "Yes, but..."*
   Often people are well aware of the facts and resent being told them again and again. Trying to persuade with facts is usually not effective. Helping the person explore the goals, alternatives, and consequences of proposed action gives you much more influence in guiding the person.

6. **Judging, ridiculing, blaming, name-calling, sarcasm, shaming–the put downs:** *"How stupid." "You're just lazy." "It's all your fault." "Okay, big shot." "You're a spoiled brat." "You're not thinking clearly." "That's an immature point of view."*
   This is designed to motivate by making people feel inadequate and inferior. It usually succeeds only in making people defensive as they try to protect their self-image. The common responses are either to return criticism or seal feelings off and shut down communication and cooperation. It is important to separate the behavior you disagree with from the person's character and worth. It's harder to be specific about what you want without dragging the person's dignity through the mud, but far more effective.

7. **Playing psychologist, analyzing and diagnosing:** *"The problem with you is..." or "You're just jealous."*
   Telling people what their motives are and that you have them figured out is embarrassing, frustrating, and threatening. This is another way to shut off communication and guarantee the person won't share problems with you. If your interpretation is wrong, the person will most likely become angry.

8. **Consoling:** The consoling person tries to keep from getting involved by treating the other person's feelings lightly:
   "It's not really that bad."
   "You'll feel better in the morning."
   "Don't worry, it'll all work out."
   Listening and *helping* the person explore alternative solutions is more helpful. Sometimes people complain just to let off steam. They are not looking to solve a problem. When you offer a solution, you can complicate the issue and make them angry by making the issue larger than it might really be.

Adapted from *Peer Helping*; © 1990 J. Weston Walch, Publisher

PALS

SECTION 2: COMPREHENDING DIVERSITY READING

- Reading #2a–b: Diversity Dialogue

Activity 2.2 Name ______________________________

READING #2a

Diversity Dialogue

What do all those terms mean?

Before anyone can begin to understand people, they must first understand some basic concepts about themselves. Mainly that we're all part of a culture of some sort, we all belong to a race and we all have some kind of ethnic heritage. Let's do a mini exercise. What is the first thought that comes to your mind when you hear the word…culture? How about race? Racism? Do you belong to a culture? What kind is it and how does it affect what you do everyday? Let's look at some definitions and then ask these same questions again.

1. **What is culture?**
   A society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members. Culture may also be defined as the learned, shared and transmitted social activities of a group, the human-made part of the environment that satisfies all basic needs for survival and adaptation to the environment. In short, culture is made up of the parts of our lives that we LEARN, which cause us to act and react in certain ways. It can include the way we dress, greet people, eat and get angry among many other factors.

2. **What is meant by "race?"**
   Race is a concept used by some scientists to divide humankind into categories based on physical characteristics of size and shape of the head, eyes, ears, lips and nose, and the color of skin and eyes. Following the eighteenth-century trend among European scientists to classify all living things, a scientist named J.F. Blumenback first identified five racial types that have lasted: Negroid, Caucasoid, Mongoloid, Malayan and American Indian.

3. **What is "racism?"**
   Racism is the belief that one's own race is superior to another. This belief is based on the erroneous assumption that physical attributes of a racial group determine their social behavior as well as their psychological and intellectual characteristics. In short, racism is the belief that one race is better than another. This belief is based on the WRONG idea that all people of one race act and react the same way, an inferior way, and therefore should be treated poorly.

4. **What is ethnicity?**
   Ethnicity is not the same as race or culture, but may contain parts of each. An ethnic group is defined as a group of people within a larger society that is socially distinguished or set apart by others and/or by itself, based on race and cultural characteristics such as religion, language and traditions. Confusing?

Activity 2.2 Name ______________________________

READING #2b

Diversity Dialogue *continued*

Let's look a little bit more at ethnicity to better understand it. All Americans are members of an ethnic group. Some people, however, relate to their ethnic group more than others. Being close to one's heritage is extremely important to some people and not so important to others.

Here's a story that may help to better understand the ideas of culture, race and ethnicity.

> Katrina was the only child of two German teachers. When she was only five years old, Katrina moved to China along with her parents. Her parents organized churches and schools in the rural back country. Katrina grew and developed alongside her Chinese friends. She grew up learning the ways of the country people that became her parent's neighbors. Although she spoke German, her first language was Chinese. She learned to recognize the symbols and signs of the life around her. The people accepted her truly as one of them.

Based on this story, can you decide Katrina's race, ethnicity and culture?

Katrina's race is Caucasoid. Europeans are of the Caucasoid race. What is your race?

Her ethnicity is German. This is her heritage, even though she may not be particularly close to it. What is your ethnicity?

Finally, her culture is Chinese. The Chinese set of rules and way of life are the standards by which she operates and learns. What is your culture?

Do you think it's ever possible for someone's culture to change?

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SECTION 3: CONTEMPORARY ISSUES IN MENTORING READING

- Reading #3a–e: Mentoring Tips

Activity 3.6

READING #3a

Mentoring Tips

Entering a mentoring relationship can be rewarding and exciting. It even can be a little scary. There are responsibilities involved that require maturity, compassion and sometimes even tough decisions. Take time to read the information provided and then openly discuss any questions or comments you may have. This information covers issues that are not easily talked about but are vitally important. Read the Mentoring Tips carefully. In this new adventure you are about to begin as a mentor, use your head, trust your instincts, listen to your heart and it will be the experience of a lifetime.

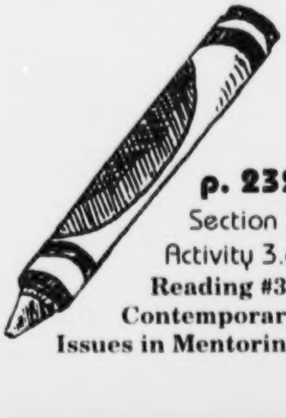
TROUBLED FAMILIES

In discussions with the staff of mentor programs from around the country, many have indicated that serious family problems, like alcoholism, sexual abuse and physical neglect, are increasingly common in the life histories of their mentees. For some schools, it is the awareness that they need help in providing constructive, safe, nurturing environments for young people that serves as a catalyst for their programs. This reading is not designed to teach mentors how to do family therapy, since that is not the role of the mentor. But mentors do play a crucial role in helping to identify these problems, in referring mentees to the appropriate professionals and by being supportive.

> *These problems occur in every neighborhood. It's not just "them."*

DEFINITIONS AND DESCRIPTIONS

There are three general categories of serious family dysfunction which are discussed in this reading: addictions, abuse and neglect. It is important for mentors to remember that these problems occur in every neighborhood. It's not just "them." People with a lot of money or no money; people in the city, country or suburb; people of all races and ethnic groups; people of every religion or no religion at all; the old, the young or the middle aged.



Activity 3.6

READING #3b

ADDICTIONS

A lot of times we think of alcohol and drug abuse with young people. Sometimes we have to stop and remember that other family and community members can have serious problems associated with substance abuse that can affect the whole family, including the mentee or even the mentor. When a parent has a serious addiction, children often develop dysfunctional reactions to their parent's problem. Some may become what is often referred to as "parentified children," young people that often find themselves making excuses for their parent's abusive behavior. In this way, children of abusers often become "overly" responsible.

For instance, they may regularly have to make excuses for a parent not showing up for work or they may do unusual amounts of housekeeping or baby-sitting. In addition, they may feel in some way responsible for their parent's addiction. This attitude only serves to encourage this "people pleasing" behavior and accelerates the downward spiral.

Be alert to:
- anger
- lack of trust
- injuries
- running away
- depression
- abuse

There are three kinds of abuse: physical, sexual and emotional. Each state has its own legal definition of physical and sexual abuse. Find out about your state's statutes and reporting requirements. If you don't receive this information during your training, ask for it.

PHYSICAL ABUSE

For this reading, the definition of physical abuse includes any form of contact which results in serious injury or leaves long-lasting marks, bruises or scars. Physical abuse ranges from severe pinching, hard slaps, hitting with a closed fist or some other object, to burning or in any way mutilating any part of the body. Internal injuries may also be signs of abuse.

Chronic problems are signals.

Activity 3.6

READING #3c

SEXUAL ABUSE

Usually when people talk about sexual abuse, it can include incest (sexual abuse within a family) or non-familial sexual abuse. Incest can be one of the most difficult problems to deal with and to overcome. It can become the biggest family secret. Incest can range from inappropriate touching or kissing to sexual intercourse. While touching and kissing can be good and an expression of appropriate love, children tend to know intuitively the difference between good touching and bad touching.

EMOTIONAL ABUSE

Emotional abuse is hard to define but includes such things as withholding love or making it conditional, severe and consistent put-downs and shaming a child by saying things which make a child feel bad or worthless. It's probably the hardest to detect but has a long-lasting impact on the self-esteem of a child.

> *You are a friend, not a parent or a therapist.*

SIGNS AND SYMPTOMS

Identifying abusive situations is a difficult task, even for trained professionals. But, as a mentor, you may be in a unique position to notice when something feels or looks wrong. Some systems are associated with specific kinds of abuse:

Physical Abuse
This is perhaps the easiest to detect. It may be suspected if the child has frequent injuries whose explanations don't seem plausible. Physically abused children are often unusually fearful of or nervous around the abusive parent.

Sexual Abuse
Sexually abused victims often have an unusual, and extreme dislike for being touched. On the other hand, some sexually abused children try to please adults by being physically affectionate in ways which have sexual overtones. If you feel that the way your mentee shows affection is inappropriate for his/her age, and if it feels sexual, trust your intuitions and talk to your program advisor. If a child shows high levels of anxiety or fear at being left alone with a particular member of the family, this also can be an indication of sexual abuse.

Emotional Abuse
Emotionally abused children may tend to put themselves down or criticize themselves a lot. Sometimes parents who are emotionally abusive have very negative nicknames for their children.

Activity 3.6

READING #3d

Other signs and symptoms to watch for, regardless of the specific kind of abuse, include **persistent and unexplained** depression or withdrawal, excessive anger or emotions, self-mutilation, consistent running away, inability to trust, difficulty in developing healthy long-term relationships, and suicidal/homicidal thoughts. It is important to keep in mind, however, that many, if not most, adolescents do some of these things some of the time.

WHAT SHOULD YOU DO??

If you suspect abuse, the first thing to do is contact your program advisor.

You may feel as if you are breaching your mentee's trust or making a "mountain out of a molehill," but your willingness to take the risk to discuss your observations comes from your concern for your mentee and is ALWAYS the right thing to do. TRUST YOUR INTUITIONS.

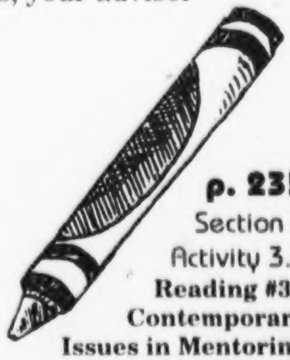
Your program advisor will want to know what you have observed, when, how frequently, what you did or said, your mentee's reaction, etc. From there s/he is in the best position to determine what further steps are indicated and appropriate.

Your program staff will advise you on how to deal with the situation with your mentee. If s/he is not sure that a serious problem exists, s/he may ask that you watch for additional signs and talk to you about what kinds of things you can say to or ask your mentee. If abuse is confirmed, you will have questions about what to say to your mentee, how you should act around them and you should discuss these with your advisor.

Trust your intuitions and seek help from program staff when necessary.

S/he may suggest that you be honest about your feelings and reactions with your mentee and encourage your mentee to do the same. In special situations, your advisor may ask that you not discuss this with your mentee. If this is the case, s/he will explain why this is the best course of action.

Never promise secrecy.



Activity 3.6

READING #3e

If your mentee discloses abuse to you, it will of course be a shocking and difficult experience to know how to handle. Try your best to listen and be supportive, and don't be afraid to be honest. Remember, this experience is just as hard or harder for the abused to admit as it is for you to hear.

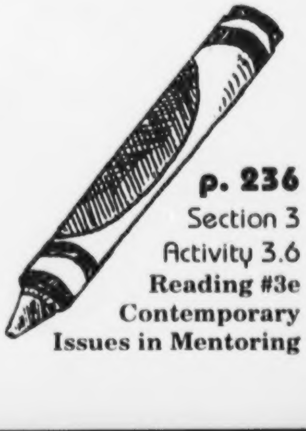
Don't make assumptions on how your mentee should feel but validate what s/he is feeling whether it is anger, fear, frustration or others. Let the abused know s/he is not alone. It happens in other families as well. Explain to him/her that you MUST disclose this information to the program coordinator so s/he can get appropriate help. And finally, don't talk about your opinions of the perpetrator. Remember, this person could be someone the child loves, even though it is hard to understand how someone could do these things to a loved one.

Once the abuse has been identified and the appropriate referrals made, a mentor often feels unsure about how to continue or deal with his/her relationship with the mentee. In some situations, the most helpful thing to do is to be someone the mentee can be with and do things with, without feeling pressure to talk about or deal with the problems at home. You can be a much needed diversion. You might also offer telephone numbers of hotlines and crisis lines in your area.

> *Commitment is easy during the good times; it's during the rough times when we're truly tested.*

Finally, it is important not to normalize the situation. Don't downplay the abuse and pretend it happens to everyone. Just be honest and listen empathetically to what they're saying. While serious family problems are something we would rather not have to face, we have a responsibility as mentors to learn how to support our mentees effectively. Commitment is easy during the good times; it's during the rough times when we're truly tested.

> *Sometimes the best thing you can do for a mentee is just be there.*



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Resource List

Videos

Rainbow War; Pyramid Film and Video, 2801 Colorado Ave., Santa Monica, CA 90404. Three kingdoms; one red, one blue and one yellow, wage a colorful battle for supremacy. "A delightful allegory about tolerance and good will."

The Negative Effects of Discrimination; Kidsrights, 10100 Park Cedar Drive, Charlotte, NC 28210 (1-800-892-kids). Cartoon characters explore biases and discrimination as brought forth through a class pen pal writing project.

Prejudice: Answering Children's Questions; ABC News Special Presentations. MPI Home Video. Video of a 75-minute ABC News Special Presentation television broadcast discussing prejudice and discrimination with Peter Jennings as moderator.

Video/Filmstrip

Interpersonal Communications: Hidden Messages; The Learning Seed, 330 Telser Rd., Lake Zurich, IL 60047. A two-part program that explores three common speech habits that hide feelings, it teaches viewers one approach to better listening.

Curriculum Resources

A World of Difference; The Anti-Defamation League of B'nai B'rith, 309 W. Washington, Suite 750, Chicago IL 60606. A prejudice awareness campaign curriculum resource.

Classroom Activities in Listening and Speaking; Wisconsin Dept. of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841 (1-800-243-8782). This guide is designed to encourage effective listening and speaking instruction at all development levels—pre-K through 12.

Peer Helpers: A Training Manual for Students; Barbara J. Reisner, Consultant, 1949 Underwood Avenue, Wanwatosa, WI 53213. A manual for training peer helpers with a very good skill development chapter for listening and communication skills.

APPENDIX D: RESOURCE LIST

Curriculum Resources *continued*

Let's Have A Talk; William Lefkowitz. Fearon Education, 500 Harbor Blvd., Belmont, CA 94002. A part of the Pacemaker Communication Skills series. It helps teach ways to deal with common communication problems.

Developing Human Potential, Vol's I & II; Robert and Isabel Hawley. B.L. Winch & Assoc., 25851 South Frampton, Harbor City, CA 90710, (213-539-6430). A handbook of activities for personal and social growth.

The Other Side of the Report Card; Larry Chase. Goodyear Publishing-Pennant Ed. Materials, 8265 Commercial St., Suite 14, La Mesa, CA. A resource guide for teaching affective education.

Toward Affective Development; Henry DuPont. American Guidance Service, Circle Pines, MN 55014. A total curriculum program to stimulate psychological and affective development.

Skills for Living; Rosemarie Morganett. Research Press-Paperbacks for Educators, 426 West Front Street, Washington, MO 63090 (1-800-227-2591). Group counseling activities for young adolescents in areas of families, friends, communication, self-esteem and stress management.

Thinking, Feeling, Behaving; Ann Vernon. Research Press, 2612 North Mattis Avenue, Champaign IL 61821. Emotional education curriculum for adolescents (grades 7-12) that covers issues of self-acceptance, feelings, behaviors, problem solving and interpersonal relationships.

Resource

Multicultural Literature for Children and Young Adults; Cooperative Children's Book Center-U. W. Madison., 4290 Helen C. White Hall, 600 North Park Street, Madison, WI 53706. Excellent resource for multicultural literature.